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ABSTRACT

Annual reports are presented for the academic year 1980-1981 from 49 states (except Maine), the District of Columbia, and three Canadian provinces focusing on problems, issues, achievements, and other areas of interest to the postsecondary education community. Specific topics include the following: long-range plans for higher education, desegregation, off-campus program review, new program approval, new programs moratorium, new branch campuses, the structure and function of postsecondary commissions, academic library master planning, appropriations, tuition and fees, capital budget formula, fiscal and policy analyses, fiscal constraints, student aid computerization, student loans and other financial aid, energy conservation, governance and regulation, consortium, statutory responsibilities, institutional licensure, statewide databases, equal opportunity and affirmative action, legislation, open entry/exit, enrollment trends, graduate assistants, military base programs, cooperative programs, student transfer programs, lifelong learning, educational information centers, the relationship between business and higher education, occupational services and programs, vocational/technical education funding, health sciences education, nontraditional education, educational television, quality improvement, student performance standards, student advisement, degrees conferred, student exchange programs, medical education programs, veterinary medicine, reduced federal funding impact, budget reductions, collective bargaining, aid to private institutions, teacher education, adult education, part-time students, needs of American Indians, the disadvantaged, status of women, and basic skills. (SW)

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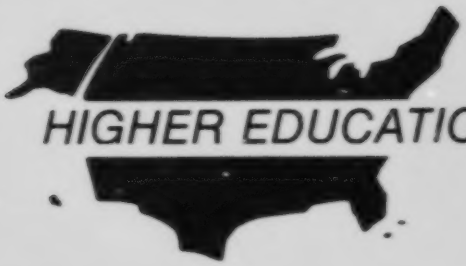

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In This Issue: This issue contains the annual reports for the academic year 1980-81 from 49 states, the District of Columbia and 3 Canadian provinces focusing on problems, issues, achievements and other areas of interest to the postsecondary education community (a report was not received from the state of Maine). A tabular analysis from these annual reports, "1981 Major Issues of Concern to State Higher Education Agencies and State Policy Leaders," is available on request from the Education Commission of the States, State Services Division, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295.

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ALABAMA

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John F. Porter Jr., Executive Director

Long-range Plan

Work continued on the development of a statewide long-range plan for higher education for 1980-85. The final plan will be broken into two main sections, one relating to recommendations for structural changes in higher education and the second focusing on programmatic recommendations and role and scope statements for all institutions. Recommendations for structural changes that have been adopted by the Commission on Higher Education include the phaseout of a two-year senior institution, the shift toward community college objectives for a four-year institution and the realignment of the 43 two-year institutions into 12 community college districts.

Medical Education Programs

Additionally, the commission adopted a recommendation relating to the medical education programs in the state, limiting to the current level the total entering class and requesting the University of Alabama System Board of Trustees to specifically reduce the number of positions in the clinical years at the university's school of medicine to reflect the needs and means of the state. The commission has deferred action on a recommendation addressing possible unnecessary duplication in the two cities where two or more four-year institutions exist, pending a report of findings of the U.S. Office of Civil Rights and a suit filed on behalf of an institution in one of the cities. Although work was begun on the programmatic and role and scope statements for each institution, completion has been deferred again, pending the outcome of the above cases.

Four-year Institution Duplication

Desegregation

The governor has asked the universities to develop a plan for further desegregation of higher education in Alabama in response to a January 7, 1981, statement of findings by the Office of Civil Rights. He has requested

that the commission coordinate the development of the plan. A delay until September 30, 1981, for submission of the plan has been requested, with the anticipation of a draft by mid-August for review and comment by the several boards of trustees, the commission and the governor.

Off-campus Program and Site Review

Off-campus issues again occupied a tremendous amount of staff and commission time. In addition to the review of courses proposed during the year, the staff reviewed several sites that had been previously exempt from review. In accordance with 1979 legislation, 10 sites were exempt from review by the commission until 1981, at which time recommendations for continuation or termination of each site were to be presented to the legislature. Although the staff and commission recommended continuation of all, the legislature took no action on the recommendations. The results of the commission review have been significant. When fall 1980 is compared with fall 1978, the reduction in off-campus credit hour production at nonexempt sites is approximately 61 percent. The elimination of needless duplication of off-campus offerings has been accomplished by substantial improvements in the quality of such offerings. Additionally, a lawsuit against the commission was filed in circuit court by the State Board of Education, questioning the authority of the commission to review off-campus operations of two-year institutions. The judge has heard all testimony on the case but has yet to render a judgment.

Energy Conservation

The Commission on Higher Education has been designated in the state's energy conservation plan as the agency responsible for implementing an energy conservation program throughout public and independent postsecondary education institutions in the state. The commission informs all postsecondary institutions of the scope of the problem, provides methods for in-house personnel in the institutions to reduce energy consumption and secures involvement of the greatest number possible of the 77 public and private institutions. Other responsibilities include making professional expertise available to institutions and the monitoring of energy consumption patterns.

Restructuring of Commission

As part of the legislative reform program sponsored by the governor, a bill was introduced during the 1981 regular session that would have restructured the commission. The main changes were the inclusion of existing programs under the commission review and approval authority, the elimination of exempt status for various off-campus activities and the deletion of the requirement for quadrennial senate reconfirmation of the executive director. Although the bill received strong support from the house leadership and was backed by the presidents of all but two senior institutions, it was killed in the senate education committee. There is a possibility that this type of legislation will be included in a call by the governor for a special session.

Appropriations

The 1981 legislature failed to pass an education appropriations bill for 1981-82 in the regular session. A special session should be called by the governor, but as of the date of this report no date has yet been set. Both the senate and house bills proposed during the 1981 regular session included a 5 percent cut from the 1980-81 appropriations, which have been subject to a 10 percent proration from the second quarter of the fiscal year. The major point of disagreement between these versions was a medical insurance package that the senate felt should be included and the house felt should be deferred until additional funds were available for education appropriations.

ALASKA

Commission on Postsecondary Education
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Kerry D. Romesburg, Executive Director

Commission Activities

The Commission on Postsecondary Education completed five full years of operation at the conclusion of the 1980-81 fiscal year. Ongoing responsibilities include the administration of Alaska's statute relating to the regulation of postsecondary education institutions and their agents, the state student loan program, Alaska's participation in the Western Interstate Commission for Higher Education student exchange and fellowship programs, and the student educational incentive grant program. The commission also acts as the state approval agency under the terms of the Veterans Administration state contract.

Community College Study

During the latter part of 1980 the commission provided staff support to the legislative interim committee on community colleges to conduct a study of Alaska's community colleges. Two volumes, presenting findings on four major objectives of the study, have been published. A third volume, containing the results of a unit cost study for each community college, will be published late in 1981.

Community College Closure

Efforts to reestablish Chukchi Community College, which opened in Kotzebue in 1978 and closed in 1980, were not successful. Although the University of Alaska requested funds to reestablish the college, this item was later dropped from their budget request. As of this writing, the plan for providing postsecondary education services to the Kotzebue region revolves around a 13th-14th year program to be administered by the Northwest Arctic School District.

Directory of Institutions

The commission continues to publish its *Directory of Postsecondary Educational Institutions*, an inventory of institutions, programs, services and financial aid opportunities. The annual high school senior survey report provides useful information to local school districts and postsecondary institutions about the future plans for graduates.

Student Loans

The Alaska student loan program, administered by the commission, is still one of the most popular and fastest growing programs in the state. In 1980-81, $16 million was loaned to 6,400 students, and with increased maximums ($6,000 for undergraduates and $7,000 for graduate students) effective July 1, 1981, these numbers are expected to increase dramatically in 1981-82.

Future Projects

Anticipated projects include program and facilities inventories for all public and private postsecondary institutions, which will eventuate in academic program reviews for all institutions; and an articulation guide to help students and counselors make transfer decisions.

Appropriations

The fiscal year 1982 general fund appropriation for the University of Alaska's statewide budget was $123.2 million, up 15 percent over last year's figure. Total authorization for the system is $200.6 million, a 14 percent increase over the previous year.

ARIZONA

Board of Regents
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Robert A. Huff, Executive Director

Mission and Scope

During the past year, the Board of Regents adopted mission and scope statements for the institutions of the Arizona University System. The statements include fundamental planning assumptions for the system, an institutional profile for each of the universities and a five-year projection for all academic degree programs. The mission and scope statements provide the basic planning document for the system and will offer guidance for the development of budgets, academic programs, facilities and other activities of the universities. The document will be reviewed periodically by the regents and updated as necessary to meet changing conditions and circumstances.

New Program Approval

The board also adopted a two-step process for the approval of all new academic programs. As the first step, the board will update annually the five-year projection for academic programs. The state's needs and the appropriateness of the university making the request as the best location for the proposed program are the primary criteria that will be considered in granting approval to plan a new program. In the second step, the quality and cost of the proposed program and the university's readiness and ability to support the program are the primary criteria.

New Branch Campus

The issue of the need for a branch campus to be located in Maricopa County was addressed during the year, and the board selected a site for the new campus and adopted a timetable to serve as a guide for planning for the westside campus. A bill that would have given the regents a site for the

Fire Safety

campus passed the senate but failed in the house. Following a review of fire safety modifications needed in residence halls and academic buildings at the universities, the board adopted a plan for funding the modifications. It also directed that the modifications be completed at the earliest possible date. A committee was established to oversee the progress of the modifications.

Competition With Private Enterprise

An ad hoc committee was formed to review board policy regarding university competition with private enterprise and to receive complaints from private businesses concerning possible unfair competition by the universities. In addition, the legislature adopted a bill that prescribes certain limitations on university competition with private enterprise and directs the board to take actions necessary to monitor and control university activities covered by the legislation. Although the bill has an effective date of July 1, 1982, it requires that a report be submitted to a special review commission by October 1, 1981.

Tuition and Fees

The regents continued the implementation of the policy adopted in 1979 tying tuition and fee levels to a calculated average cost of education. In 1981-82, resident students will pay 19 percent of the cost at all three universities. Nonresidents will pay 87 percent of the cost at the University of Arizona and at Arizona State University. A significant implication of this policy is the direct relationship between increases in legislative appropriations to the universities and in tuition and fees to be paid by students.

Alcoholic Beverages

The board reaffirmed its policy prohibiting the sale of alcoholic beverages on campus and directed the universities to develop alcohol education programs

for the students. A policy clearly defining graduate assistants as student employees was adopted. In 1981-82, graduate assistants will have part of their student health insurance costs matched by the university. The statute authorizing a nonvoting student member of the Board of Regents was renewed for an additional three years. Another policy adopted concerning all academic programs and courses offered by the state universities on military bases in Arizona mandates that such programs must be consistent with all board policies concerning admissions requirements, selection of faculty and other criteria designed to insure quality.

Graduate Assistants

Military Base Programs

The legislature appropriated funds for an 8 percent cost-of-living increase and a 3 percent average merit increase for all state employees. The board, expressing concern about the high level of the salaries of university presidents and top administrators, approved a cost-of-living increase of only $1,000 plus any recommended merit increase for university presidents, provosts, vice presidents and deans, and for the board's executive director, associate and assistant directors.

Salary Increases

Commission for Postsecondary Education
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Richard R. Erbschloe, Executive Director

During 1980-81, the Commission for Postsecondary Education published the seventh edition of the *Arizona Directory of Postsecondary Educational Opportunities* that provides information on 266 separate postsecondary institutions in Arizona as well as related information for students. Also published were the 1980 *Arizona Course Equivalency Guide* and a study of student financial aid for 1979-80. The Title I Community Service and Continuing Education Program was continued also. However, reduced funding was only sufficient to support six grants.

Publications

During the year, the commission, through the State Student Incentive Grant Program, approved 2,625 individual awards totaling more than $1,730,000. The commission also completed a major planning effort to select a private nonprofit corporation to establish and operate a state guarantee agency for an Arizona guaranteed student loan program. In January 1981, the governor designated United Student Aid Funds, Inc., as the state guarantee agency and the educational loan program began operations in May 1981. The commission was given the task of monitoring program operational activities for the state.

Student Aid

State Board of Directors for Community Colleges of Arizona
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Russell O. Bloyer, Executive Director

During the 1981 legislative session, several bills were passed that affected the community colleges in the state of Arizona. One measure allows local district governing boards to lease real property, as lessor or lessee if authorized by the state board. In addition, the local boards may enter into contracts, even with private schools, for the purpose of educating students subject to limitations prescribed by the state board.

Legislation

Under another act, the colleges also will be allowed to receive funding for open entry, open exit vocational courses and sets out a formula for

Open Entry/Exit

computing the funding. The state board is required to adopt rules and regulations regarding open entry, open exit classes. Open entry, open exit classes are defined as "those vocational and technical education classes which commence at various times throughout the fiscal year."

Voc/Tech Funding

The legislature revised 1980 legislation to prescribe that for 1980-81 and 1981-82 the community colleges will receive the same funding for vocational and technical courses as they have since 1972. In other words, the "significantly more" language adopted in last year's special session will not affect the colleges until 1982. The funds appropriated for 1980-81 in the general appropriations bill on a line-item basis (up to $1 million) may now be used by the colleges and will not revert to the general fund until June 30, 1982.

Appropriations

State aid was increased for maintenance and operation by 7 percent per year. However, as an appropriation was not included in the bill, the colleges will be limited to the total funds appropriated in the 1981-82 general appropriation bill for 1981-82. The office of the state board budget for 1981-82 equals $363,400 and includes 100 percent funding for the positions of associate director for educational services and the office secretary. Previously, these positions were 50 percent funded by the state with the remaining 50 percent from federal funds through the State Department of Education. The legislature appropriated $813,100 to the State Department of Education to be allocated to the State Community College Board for distribution to the three skill centers in the state. This is the first year the skill centers have been directly funded by the general appropriations bill. State aid for community colleges for 1981-82 is $38,669,500 and is allocated by district.

Private Enterprise: Review Commission

1981 legislation provides for a private enterprise review commission, consisting of 14 members (1 member appointed by the state board), that is required to report to the legislature on several assignments by October 1, 1981, December 31, 1981 and July 1, 1982. Colleges and universities will be required to levy a sales tax on all sales except the sale of required textbooks.

Restrictions

Community colleges and universities are limited in what they may do if it affects private enterprise (i.e., intergovernmental agreements with other state agencies). However, this provision will not be in effect until June 30, 1982, and will expire on December 31, 1985. The state board is required to adopt rules and regulations for the purpose of carrying out the provisions in this law, including providing for hearings and the resolving of complaints.

Enrollment

Enrollment by headcount in the community colleges increased from 108,777 in 1979-80 to 112,003 in 1980-81. Full-time student equivalency increased from 51,135 in 1979-80 to 51,802 in 1980-81.

ARKANSAS

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T. Michael Elliott, Director

The Arkansas General Assembly meets biennially in odd-numbered years and was in session this year from January to March. The legislative session was complicated by the fact that increases in general revenues were projected to

be smaller than even the inflation rate. There were three issues that loomed during the session as significant to higher education.

Funding Increases

Tuition and Fees

Salary Increases

The first issue was that of funding. The higher education institutions received an average increase for 1981-82 of only 8.5 percent and slightly more than 7 percent for 1982-83. Almost all institutions found it necessary to increase both tuition and room and board charges by 10-20 percent as budgets were prepared for 1981-82. In several instances it was necessary to reduce the number of personnel and either hold the line or reduce maintenance and operation items in order to provide suitable salary increases for remaining personnel.

Vocational-Technical Programs

Voc/Tech Governance Change

The second issue surrounded the manner by which the state has provided vocational-technical education programs. There are now 24 public postsecondary vocational-technical schools in Arkansas, 6 community colleges, 3 two-year branches of four-year institutions and 9 four-year institutions. All of these institutions provide some programs in the vocational-technical area and some are completely or heavily oriented in that direction. Triggered by widespread dissatisfaction with the performance of the vocational-technical schools, a major governance change was made by the legislature effective July 1, 1981. Two equal divisions were created within the State Department of Elementary and Secondary Education, each headed by a director who reports to the State Board of Education. The two divisions are the division of general education and the division of vocational and technical education. The programmatic and budgetary aspects of all vocational-technical programs, from the secondary level through the college level, will be coordinated or operated by the division of vocational and technical education. Relationships between this new division and the Department of Higher Education have yet to be worked out.

State-level Coordination/ Governance Changes

The final issue concerned the manner in which higher education is coordinated on the state level. As a result of differences in enrollment trends and past funding levels at the institutions of higher education, the increases in appropriations recommended by the State Board of Higher Education varied. As the board's recommendations were reduced in the executive recommendations because of expected revenue shortfalls, there were no increases recommended for some institutions. This resulted in a major concern among some legislators over the requirement in state law that the appointment of the directors of the Departments of Education and Higher Education be confirmed by the governor and that these directors serve at the pleasure of the governor. No changes in legislation resulted, but a resolution was adopted that will require the Joint Interim Committee on Education to review practices in other states and consider the feasibility of eliminating this provision from existing laws during the 1983 legislative session.

CALIFORNIA

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Patrick M. Callan, Director

Fiscal and Policy Analyses

Throughout 1980-81, the Postsecondary Education Commission staff provided to the governor and legislature extensive analyses of fiscal and policy issues raised by the University of California, the State University and Colleges, and the community colleges in their budget requests and by various

Fiscal Constraints

legislative proposals concerning postsecondary education. These analyses were conditioned by unprecedented fiscal constraints, which will require that assumptions underlying state-level and institutional policies relating to funding formulas, student fees and student aid be reexamined. The commission's second five-year plan, to be completed this year, will establish a structure within which such assumptions may be reassessed.

Student Aid and Fees

The commission's continuing work on issues concerning student fees and student financial aid policy has included updating the enrollment, student aid and revenue projection model to reflect changes in the enrollment base, inflation and family resource expectations and in federal student aid policies. Information from the projection model as well as from separate research and analysis directly related to student financial assistance has enabled the commission to assess the potential impact of proposed changes in student fee levels and of adjustments to the parameters that shape the state's student assistance programs.

Equal Opportunity

The commission's efforts with regard to equal educational opportunity have evolved over time from an emphasis on research leading to policy recommendations to a role as evaluator of systemwide outreach and support service plans and programs in all three segments of postsecondary education. In this capacity the commission assesses current programs and practices against state, segmental and institutional objectives for equal educational opportunity. Activities in the past year have included a preliminary evaluation of five cooperative interinstitutional pilot projects designed to increase the enrollment of low-income students in postsecondary education, review of and recommendations regarding the University of California's proposed graduate and professional affirmative action plan, and the initial design and preliminary assessment for a full evaluation of the California State University and Colleges core student affirmative action programs.

Handicapped Students

The commission developed and proposed to the legislature a comprehensive funding plan for the provision of services for students with disabilities. This plan defined core service to be funded by the state and recommended that funding be based on estimates of actual cost estimates made by the segments. Furthermore, each segment would have the option of defining other core services necessary for its students and requesting state funding for those services. The commission's plan also recommended spending flexibility within this appropriation proposal and called for annual documentation of actual program costs, numbers of students served and average cost of serving those students.

Affirmative Action

In the area of faculty and staff affirmative action, the commission has published its first full report on *Women and Minorities in California Public Postsecondary Education: Their Employment, Classification and Compensation* and will continue this report on a biennial basis as mandated by the legislature. A second part of this mandate is the establishment of an employment registry for women and minorities seeking administrative and faculty positions in California postsecondary education institutions. The commission's *Affirmative Action Registry*, first published in fall 1980, will be updated quarterly.

Health Sciences Education

As an outgrowth of its first biennial health sciences education plan, the commission has monitored legislative and budget proposals regarding medical residencies, educational opportunities in health fields and alternative routes to licensure for health professionals. The commission's second health

sciences education plan reiterated the findings and recommendations of the first plan and updated data regarding enrollments and degrees awarded in a number of health professions. The commission also provided the legislature an analysis of the University of California's proposed changes in medical residencies and of the need for the 250 residents at the Los Angeles Martin Luther King Hospital to be added to the university's residency program in 1981-82.

Community College Projects:

The commission has continued work on several projects related specifically to the California Community Colleges, including an ongoing effort to obtain community college transfer student information. A plan to obtain such information has been completed by the commission and implementation will require (1) additional work with the community colleges and the four-year schools to obtain information called for in the plan; (2) analyses of student data related to transfers; and (3) periodic reports on community college student characteristics, their eligibility for admission to the university and the state university and their performance in those segments. The legislature also asked the commission to comment on community colleges' chancellor's office proposed policy on the determination of the credit and noncredit status of courses. This report resulted in a recommendation for the development of a course classification system for the purpose of determining whether courses should be funded as credit or noncredit.

Transfer Plan

Credit vs. Noncredit

Missions and Goals

The commission prepared an issue paper on the mission and functions of the California Community Colleges, with the intent of providing a forum for an assessment of future goals and their implementation. Finally, the commission participated in the development and adoption of a new community college financing formula for the second time since Proposition 13 was passed. The key challenges to this effort were to deal with the shift in support for the community colleges from local property taxes to the state, equalizing funding among districts.

Institutional Licensure

The commission's evaluation of the initial legislation governing the licensure of private postsecondary education resulted in a number of recommendations to improve the quality of degree, certificate and other education programs offered by private postsecondary education institutions. The implementing legislation is now being debated.

Faculty Salaries

It is the commission's responsibility, in cooperation with the State University and Colleges, to report each year to the legislature and governor on the level of faculty salaries and benefits required to maintain parity with selected comparative institutions. The commission's 1981 report includes new parity projections and a more detailed analysis of losses in purchasing power by faculty in public four-year institutions, along with a discussion of the utility of the Consumer Price Index as an indicator of inflation, and review of the utility of several other potential indicators of inflation, including the personal consumption expenditures index.

Program Review and Evaluation

During the year ending June 30, 1980, the commission staff reviewed a total of 75 proposals for new academic and occupational programs, of which 57 have been approved. Increasingly, the commission will be directing its attention to the evaluation of existing program review activities. The number and size of off-campus operations are monitored by the commission's annual inventories of off-campus locations and programs. The most recently completed inventory showed there were approximately 4,500 locations where college courses, including certificate and external degree programs,

were offered by both public and independent institutions. The commission contracted for an independent analysis of the program review activities of both the Postsecondary Education Commission and the individual segments and institutions. Some of the recommendations from that consultant report and those developed in ongoing discussions between those responsible for program review at the commission and in the segments will be reflected in revised program review procedures this fall.

Statewide Data Base and Surveys

The commission has developed a comprehensive statewide data base containing information collected from diverse sources, including California institutions. As the 1202 commission, the Postsecondary Education Commission also conducts information surveys for the National Center for Education Statistics. The data collected are used in three annual information publications: the *Information Digest*, the *Directory of California Colleges and Universities* and the *Inventory of Academic and Occupational Programs in California.*

COLORADO

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Lee R. Kerschner, Executive Director

New Financing Plan

A new financing plan for higher education in Colorado was developed during the fiscal year 1981 and implemented on July 1, 1981. The central concept of the financing plan is a shift from funding institutions to funding resident students, with funds appropriated to institutional governing boards for allocation to their constituent campuses. Under the five major principles of the financing plan articulated in a legislative memorandum of understanding, governing boards will have (1) increased responsibility and fiscal flexibility; (2) the authority and responsibility to set the expenditure level at their institutions, with full-time equivalent-based appropriations given to governing boards rather than institutions; (3) the authority and responsibility for setting tuition levels, subject to state statutes and commission review and approval; (4) increased flexibility to establish expenditure priorities and to transfer resources between appropriations; and (5) cash funds generated from tuition can be carried into future fiscal years without legislative reappropriations.

Faculty Formula Review

The Commission on Higher Education has taken the leadership in review of the faculty formula that was being used to fund Colorado higher education. Two groups, a technical support group and a policy advisory group, were formed and have met continuously throughout the year. The work of this committee has affected the new funding patterns in Colorado higher education and will continue over this next year with a focus that is appropriate, given the new funding patterns.

Organized Research Appropriations

The 1981-82 appropriations bill appropriated general funds to the commission to be distributed to state-supported institutions of higher education for organized research. The research projects must relate to areas of public concern for the state. In initiating this new role, the commission, in cooperation with the governing boards and the legislature, will develop policy and procedures for making allocations to the institutions for state-funded research.

Financing Study

The commission is developing a study and report titled *Financing Higher Education in Colorado: A Policy Analysis*, as a

follow-up to the 10-year technical study on financing higher education completed in January 1980. The study updates the financial analysis of the earlier report, evaluates alternative financing policies and mechanisms and projects costs and funding through 1990-1991. The final report should be published in December 1981.

Cooperative Programs

Policy and procedures for developing and evaluating cooperative program arrangements among publicly supported institutions of higher education were developed and adopted by the commission in June 1981. Since most cooperative program arrangements in Colorado have been pursued by the Consortium for State Colleges, the document served to define the relationship of the commission and the Board of Trustees of the consortium in the development and evaluation of cooperative program arrangements among their constituent institutions. In addition, the report provided the commission with a status report on existing cooperative program arrangements, and put a new teacher certificate cooperative program arrangement before the commission for review and approval.

Academic Library Master Plan

A long-range planning committee, representing all academic libraries, is working with the Commission on Higher Education to develop an academic library master plan in support of higher education and research in Colorado. The plan will provide specific recommendations for implementing a statewide cooperative academic library network that will facilitate planned collection development, uniform cataloging systems and improved and increased access to individual and shared holdings.

Student Transfer Program

The commission continued to develop and implement a Colorado student transfer program to facilitate the efficient referral and transfer of students from the state's two-year colleges to its four-year colleges and universities. Accomplishments and current activities of the project since its inception include research and analysis, based on data collected during the falls of 1979 and 1980, to refine understanding of transfer issues, and an analysis of the five four-year colleges and universities receiving the largest number of transfers from state-supported two-year colleges over the past two years. All governing boards have affirmed their support of the student transfer program and have encouraged and directed their respective institutions to take whatever actions may be needed to study and improve transferability of credit, particularly from two-year colleges to four-year colleges and universities. Activity has been generated through the program in developing, reviewing and refining transfer agreements among Colorado two-year colleges and four-year colleges and universities. The project has developed common standards and general education requirements for all two-year transfer degrees. The program implementation has improved transfer agreements between two-year and four-year colleges and universities, improved communications between two-year and four-year faculties concerning transfer issues and improved academic counseling provided to students in two-year colleges intending to transfer to four-year colleges and universities.

New Technologies Study

During the past year, a commission-appointed task force studied new technologies and their implications for higher education in Colorado. The commission report includes recommendations for the establishment of a statewide consortium of higher education institutions that will improve access to education through use of technology and will provide technical expertise to institutions. Also included are the revision of institutional policy to promote the use of educational technologies and the development of state funding in support of educational technology.

Auraria Higher Education Center Plan

In 1979 the Commission on Higher Education approved a plan that integrated academic and academic support activities at the University of Colorado-Denver (UCD), Metropolitan State College (MSC) and the Community College of Denver, collectively comprising the Auraria Higher Education Center (AHEC). The plan integrated duplicated baccalaureate programs at UCD and MSC and consolidated registration, payroll and classified personnel services. In making its annual evaluation of the Auraria Higher Education Center plan, the commission found that overall implementation of the plan has gone well. Areas such as residency requirements, space utilization, use of common pool courses and a capital equipment inventory system need further development. The AHEC institutions continue their cooperation in articulating the three institutions.

Degree Approval and Review

Commission staff have continued to review and make recommendations concerning proposals for new degree programs. With the revised policies and procedures, the process will become more rigorous and fair and consequently improve the quality of proposals and programs. New program approval policies and procedures establish criteria to apply in evaluating the need for new programs and to improve the communication process between the commission and institutions. The commission has also developed guidelines for institutional review of existing academic programs. The guidelines will be helpful to the institutions in assessing resource allocations under the new funding mechanism and in strengthening weak programs.

Master Plan

Revising and implementing the statewide master plan, *A Plan and a Process for Postsecondary Education in Colorado: Access and Quality*, is proceeding. The plan first approved in 1978 as a five-year plan, will become a four-year plan, updated every two years and revised in the fourth year. The 1978 statewide postsecondary education master plan contained the educational goals of the state, a comprehensive demographic description of potential economic development scenarios, role and mission statements for all postsecondary institutions and issues of concern to higher education. The 1983 revised statewide master plan will also include a new financial section providing cost projections for current services and analysis of financial trends. One issue contained in the statewide master plan focused on the relationship between the state and institutional master plans. A task force, created in fall 1980 to address this issue, has developed a master planning manual for Colorado containing guidelines for the development of institutional master plans and for the development of the statewide master plan. Considerable emphasis is being placed on the coordination of the development of the state and institutional master plans. The document is expected to be approved by the commission in October 1981 and implementation will proceed immediately.

Capital Budget Formula

A new budgeting formula for capital equipment funding allocations was developed and implemented over the past two fiscal years. Capital outlay funds were appropriated to the commission for allocation to state-supported colleges and universities, and the budgeting formula developed by the commission provides policy guidelines for funding distribution. The guidelines placed emphasis on instructional activities as a key variable in distributing funds.

Student Aid

Colorado continues to operate a decentralized program of state-funded student aid. The commission allocates state appropriations to participating schools and colleges, which make the awards to students. Statewide policies and procedures for administration of the funds, institutional program

reviews and reporting to the legislature are all commission responsibilities. A new grant program to encourage enlistment and retention in the National Guard pays tuition at any state-supported two-year college or at selected four-year colleges in Colorado. The program was funded at a pilot level of $53,000 during 1980-81 and has an appropriation of $183,000 for 1981-82. Another program that would have extended additional state-funded student aid programs to students at private colleges was rejected by the legislature during 1981 due to limited funding.

State funding for student aid during 1980-81 totaled $12.1 million, a reduction of $1.7 million from the prior year with most of the decrease occurring in need-based grants. For 1981-82, funding has been increased to $15.6 million, with most of the need-based grant funding restored and with a 75 percent increase in scholarship funding. It appears to have been the intent of the legislature to increase student aid funding proportionate to anticipated increases in tuition. The Colorado guaranteed student loan program, administered by a separate agency, guaranteed $82 million between July 1, 1980 and June 30, 1981.

Outreach Program

The outreach program continued to provide educational opportunities throughout the state during 1980-81. All 12 four-year publicly supported colleges and universities participated in the program. The outreach program sponsored and financially supported two major projects — the task force on the implications of the developing educational technologies and the study of the state role in lifelong learning.

Lifelong Learning

The lifelong learning project is one of six pilot state projects in the Kellogg Foundation-funded national project coordinated by the Education Commission of the States. The study will develop and analyze alternative state roles in relation to lifelong learning. During the past year extensive statewide surveys have been completed to determine major issues to be addressed, to gather needs assessment data and to lay plans for a statewide conference to examine findings and develop state-role models for lifelong learning.

Title I Funding

The Title I program funded under the federal Higher Education Act of 1965 to assist and encourage institutions of higher education in community service activities and continuing education will be completing its 15th year of programming. While extensively revised by the Congress in the fall of 1980, the Title I program, nevertheless, was not funded in fiscal 1981 and is not expected to be funded in fiscal 1982. The federally funded Educational Information Centers (EIC) program, facing severe or total withdrawal of federal support, has emphasized the consolidation and centralization of information resources and services over the past year in order to continue to serve Colorado residents with educational and career training information. Printed information materials have been updated and compiled for statewide distribution, and a cooperative effort between the EIC program and the Colorado Career Information Service (COCIS) will provide greater access to education information through the COCIS computer network.

Educational Information Center

Capital Construction

The legislature has increased the capability of the commission to recommend priorities for capital construction needs for higher education. Space guidelines for facilities program planning are being evaluated and updated appropriate to current needs. Criteria for funding allocations for facilities construction and five-year construction programming are being developed in consultation with institutional representatives appointed by higher education governing boards.

Reciprocity

During the 1980-81 legislative session, a bill authorizing the commission to enter into reciprocity agreements for the exchange of students was passed. The criteria contained in the statute employs the "closest college" concept and a one-for-one exchange. The commission staff are negotiating an agreement with New Mexico for the 1981-82 academic year.

Institutional Authorization

In 1978 the commission was given the responsibility of oversight of the state's diploma mill statute. The 1980-81 legislature strengthened the existing statute by requiring private institutions to have on-site accreditation by a nationally recognized regional accrediting agency or on-site accreditation by an accrediting agency approved by the commission. The changes in the statute will be implemented in the coming year.

Business and Higher Education

In April 1981, Mountain Bell Telephone Company in cooperation with the commission, sponsored a two-day symposium for Mountain Bell executives and Colorado college and university presidents. The symposium addressed areas of mutual need and concern between business and higher education that resulted in a number of proposals for continued interaction and cooperation. A steering committee will be formed to order the priority of the proposed areas of cooperation and to recommend implementation of selected projects.

Energy Conference

A second statewide conference on higher education and energy, jointly sponsored by the commission, Metropolitan State College and the Colorado Energy Institute, was held at the Colorado School of Mines in March. Speakers and panelists, drawn from several academic disciplines, addressed higher education's role and responsibility in the energy arena from the perspectives of instruction, academic research and community service. As a direct outgrowth of the conference, the Energy Research Institute has agreed to support selected activities and projects that will promote quality research, instruction, curriculum development and public service on the part of higher education in support of Colorado energy and policy needs.

Occupational Services and Programs

The commission has worked closely with the Colorado Department of Labor and Employment and the State Board for Community Colleges and Occupational Education in encouraging cooperation in the delivery of occupational services and programs. A cooperative relationship is extremely important for the citizens of Colorado as the state moves toward an intensive energy exploration and development phase. The commission has worked closely with the governor's office in promoting a summer "Youth Jobs" program.

Humanities

A committee, with commission staff support, has been formed to develop recommendations and proposals that will strengthen the role of the humanities in education in Colorado. The committee is comprised of individuals long and actively engaged in scholarship and community leadership in the humanities, and has as its primary goal and orientation the translation of the recommendations issued by the National Commission on the Humanities to Colorado. A study report, containing recommendations specific to Colorado, will be prepared by the committee and submitted to the governor by October 1981. The report will also provide proposals for securing private foundation support for humanities education and will suggest specific activities and projects to promote the effort statewide.

Foreign Language

Initial planning efforts are under way for a statewide conference for foreign language educators, at both the secondary and postsecondary levels. The purpose of the conference is to provide visibility and support for foreign

language and cultural studies, to provide a forum for professional dialogue among foreign language faculty and to lay the foundation for specific proposals and activities in support of language education in Colorado. The advisory committee has completed phase two of the enrollment forecasting methodology project stated during the fall of 1979. Enrollments were projected through 1985 based upon the methodology developed by a task force. In addition, a report on the origin of the first-time freshmen class for fall 1980 was completed. The enrollment projection methodology and origin of first-time freshmen will be vital to the state's ability to predict education demand and to plan the state's response. Another report recently completed was a review of degrees conferred. A longitudinal study of degrees conferred will provide another variable in the state's ability to predict education demand.

Enrollment Projection

Degrees Conferred

CONNECTICUT

Board of Higher Education
61 Woodland Street
Hartford, Connecticut 06105
Norma Foreman-Glasgow, Commissioner-Elect

In 1979, in response to legislative mandate, the Board of Higher Education submitted a major report to the legislature, *Anticipating the 1980s: Report and Recommendations to the General Assembly on Higher Education in Connecticut.* Although the recommendations on system reorganization and tuition and fee structures generated extensive interest and discussion, no legislative change resulted in 1980. In 1981 board staff followed up with a status report on higher education, which was presented to the education committee of the General Assembly. The report contains updated information on enrollment, academic programs, facilities, finance, financial assistance and other initiatives.

Legislative Study Report

In response to legislative interest in establishing a maritime academy and in expanding marine science activities, the board prepared a study of the feasibility of carrying out these activities. The study concluded that establishing a maritime academy would not be financially feasible at this time. It also concluded that the state's marine environment is extensive and important and, therefore, the state's commitment to the marine sciences should be increased. The establishment of a marine sciences clearinghouse and advisory committee was recommended.

Marine Sciences

The board also undertook an examination of the feasibility of establishing an alternative to the student exchange program operated by the New England Board of Higher Education (NEBHE) because Connecticut has announced its intention of withdrawing from NEBHE by July 1982. The board's report to the legislature concluded that an alternative program could be implemented and recommended the establishment of a commission on student exchange. It would be composed of representatives of the governor's office, the legislature and the Board of Higher Education, in order to explore unilateral agreements with other states.

New Student Exchange Program

Under legislation passed in 1981, a seven-member commission was established to negotiate the agreements necessary to operate an alternative to the NEBHE regional program. The commission is to be comprised of two senators, two representatives, two members of the Board of Higher Education and one member of the governor's staff. The commission is to

Alternative Regional Program

report its findings to the legislature by February 15, 1982. Other legislation requires recommendations for the establishment of a permanent mechanism to insure coordination of job training and vocational-technical education programs. The recommendations from the secretary of the Office of Policy and Management and the commissioners of labor, economic development, administrative services, education and higher education are to be presented to the education and labor committees by February 15, 1982.

Student Aid Program Changes

In addition to statutory changes that allow for the waiver or remission of tuition for part-time community college students within funds appropriated for that purpose, the legislature made several changes in statewide student financial assistance programs. The Student Financial Assistance Commission was eliminated and the Board of Higher Education given the authority to make policy for programs formerly under the commission. A state scholastic achievement grant program was created to replace the state scholarship program that allows students to qualify for awards based on high school performance or performance on standardized aptitude tests. Awards under the state scholastic achievement grant program cannot be taken out-of-state unless the institution attended is in a state that allows students to bring awards to Connecticut. The program limits out-of-state awards to $500, allows students to receive in-state awards of up to $1,500 and raises the maximum award under the state supplemental grant and state work-study programs to $1,500. It allows institutions to use up to 10 percent of the funds under these programs for graduate students and requires that a five-member advisory committee be appointed. The Board of Higher Education must develop regulations for the state scholastic achievement grant program and for the other programs under its jurisdiction. 1981 legislation included an act requiring the boards of trustees of each constituent unit to report to the Board of Higher Education by October 15, 1981 and 1982, on policies and procedures governing their auxiliary services and extension funds. They also are to submit a detailed statement for each fund, itemized for each facility. The board is to review and compile the data transmitted and is to report to the appropriations committee by December 1, 1981, and January 15, 1983, on the equitable and cost-effective distribution and use of each unit's auxiliary services and extension funds.

Auxiliary/ Extension Review

Tuition Funds

In other actions, the legislature established tuition funds for the University of Connecticut and the University of Connecticut health center, allowing the university and the health center to collect, hold, invest and use tuition receipts and income. During the budget process, the Board of Higher Education must review and approve proposed expenditure plans and tuition increases. Quarterly reports of actual expenditures must be submitted through the board to the appropriations committee and the Office of Policy and Management. Another act provides for tuition waivers at the state's public colleges and at the University of Connecticut for active members of the Connecticut Army or Air National Guard.

Tuition Waivers

Enrollment

Headcount enrollment in Connecticut's public and private institutions of higher education totaled 160,054 students in fall 1980, up 2.5 percent from 1979. Full-time equivalent enrollments totaled 110,894. Public institutions of higher education increased their headcount enrollments to 96,771 students, up 2.5 percent over 1979, and full-time equivalent enrollments totaled 64,679 in the public sector. In the independent sector, headcount enrollments totaled 62,378, an increase of 1.7 percent, and full-time equivalent enrollments totaled 45,310. Women represented 53 percent of total enrollment, up 29 percent from 1976. During the 1979-80 academic

year, 26,417 degrees and other formal awards were conferred by Connecticut's public and private institutions. The Board for State Academic Awards, which assists students who are not enrolled in a campus-based program to accumulate credits and gain credit by examination, awarded 170 external degrees.

Consolidated Budget

In 1980-81 the Board of Higher Education continued to refine various aspects of the budget development process and submitted a consolidated budget for the public higher education system for fiscal year 1982. The budget process was characterized by a high level of uncertainty with regard to tax policy, expenditure controls and program cuts. The process also was concerned that many functions of state government would be facing the serious effects of reduced federal funding and statewide budget rescissions.

Appropriations

The 1981-82 budget act appropriates $213.7 million to higher education, an increase of 4.3 percent over fiscal 1981 and approximately 7.2 percent of the total state budget. Subsequent budget adjustments alter the net appropriation to higher education for 1982. These adjustments included an additional $3.4 million in interagency fund transfers for fuel contingencies and salary adjustments, a reduction of $224,000 in equipment appropriations, and the passage of an act providing for the establishment of tuition funds at the University of Connecticut and the University of Connecticut health center. The new tuition law, which establishes tuition funds at the university and the health center and allows each agency to collect, hold and invest all tuition revenue, requires also that the 1981-82 appropriations to the university and health center be reduced by an amount equivalent to each agency's estimated tuition revenue. For the university, this means a reduction of $8.6 million from the original 1981-82 appropriation and for the health center, it is a reduction of $564,000. The combined impact of these changes is a lowering of the net higher education appropriation for fiscal 1982 to $207.7 million. New bonding authorization for capital construction totaled $13.5 million, 14 percent of the state's total new bonding authorizations.

Nontraditional Education

The board adopted a statement on crediting experiential learning to guide institutions in granting credit for learning in other than the formal classroom setting. The board revised the questionnaire for authorization of new programs of higher learning providing for two parts: one to serve as a licensure application and one to serve as an accreditation application. More attention is focused on program planning and the allocation of resources to support new programs. The review of the fiscal soundness and educational justification for new academic programs that has been utilized for the public institutions was extended to apply to independent institutions. The board's staff and advisory committees have reviewed approximately 90 applications for licensure and accreditation of programs and institutions of higher learning. New program inquiries and applications were received from 15 public institutions, 16 independent institutions and 2 out-of-state institutions. Inquiries and applications concerning new institutions were received from 4 in-state and 2 out-of-state organizations. New legislation broadens the postsecondary education grant program, providing more flexibility in the types of initiatives that may be funded but requiring a matching effort from participating institutions. The legislation limits the duration of contracts and is funded at a very low level ($25,000) for fiscal 1982.

Institutional Review and Authorization

Program Approval

Student Aid Computerization

In 1980-81 the management information staff continued the development of the computerized system for the state scholarship program. Coverage ranges

from the initial applications, through the analysis of SAT scores, school records and counselor's recommendations, to the generation of notification letters. Work was continued on converting the Higher Education General Information Survey (HEGIS) data to a computerized system, and program and facilities inventory were developed.

Student Aid

In 1980-81 the board administered programs through which approximately 11,000 Connecticut residents received student financial assistance totaling $8.9 million, including $1,048,825 in state student incentive grant funds. Approximately $4.5 million was distributed to students through the state's program of aid to students at independent colleges, and approximately $4.3 million was made available through seven other programs, including the state scholarship program. In addition, state-supported institutions provide financial assistance by waiving tuition for up to 10 percent of their students.

Optometry and Veterinary Medicine

The board also administers a program that supports contracts providing for the enrollment of a limited number of Connecticut students in out-of-state higher education institutions in programs not offered in Connecticut, such as optometry and veterinary medicine. In response to legislative inquiry, the board staff completed a comprehensive study of the state's contracting programs in veterinary medicine and optometry. The report's recommendations, which were adopted, advocated continuing the present funding levels and methods of funding. The New England Board of Higher Education was eliminated from the contract process by placing full administrative responsibility with the Board of Higher Education, maintaining flexibility in establishing contracts and developing a capability within the Board of Higher Education for collecting data on manpower supply and demand.

Occupational and Vocational Education

Cooperative efforts between the State Board of Education and the Board of Higher Education have been expanded during the past year. A vocational education planning committee, chaired by a business executive and composed of members representing business, government, education and community groups, has issued a report in cooperation with the Board of Education and the Board of Higher Education. The report calls for specific action to strengthen the delivery system for occupational and vocational education and training. An education for employment committee has been formed that is closely linked with the State Employment and Training Council. The board is also working with the Department of Education's division of vocational and adult education, in planning for the use of federal vocational education funds.

Educational Information Center

In Connecticut the federal Educational Information Centers program is operated by the Education and Employment Information Center (EEIC). The primary component of the EEIC is a statewide information and referral toll-free telephone service. The center operates as part of an information, counseling and job placement center in cooperation with the job service of the state Labor Department and the governor's special grants under the Comprehensive Employment and Training Act program. Also included are the state Department of Education, the state Occupational Information Coordinating Committee and representatives of the state's public and private institutions of higher education. The EEIC began operation in October 1979 and responded to more than 14,000 inquiries in the first 18 months.

DELAWARE

Postsecondary Education Commission
1228 North Scott Street, Suite 1
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John F. Corrozi, Executive Director

Enrollment

Opening fall enrollment in 1980 for postsecondary education in Delaware showed an increase of 3 percent over that of 1979. The increase was reflect in both full-time and part-time students.

Appropriations

Appropriations for postsecondary education included in the fiscal year 1982 budget bill totaled $80.2 million, an increase of about 12 percent over fiscal year 1981.

Desegregation

A major issue in Delaware this year was the U.S. Office of Civil Rights finding of vestiges of segregation in the state's higher education system. The commission, the governor's office and the public institutions are presently negotiating a state plan for desegregation.

Program Duplication and Approval

The creation of a new university parallel program at a technical and community college was funded in the state's initial higher education budget. The plan was opposed by the commission on the grounds that it duplicated a nearby state-funded program. Funding for the program was withdrawn during the final legislative session. Delaware State College has launched a master's degree program in education, the first graduate offering of the college in its 91-year history.

Student Aid

Need-based financial aid received a negligible increase in the fiscal year 1982 state budget although the commission had devoted major effort to obtaining significant increases in this area. Opposition to the increases in need-based aid was led by those who found the "unlimited" guaranteed student loan program a preferred financing mechanism. It need not be emphasized that the final outcome of this issue has been unsatisfactory to all concerned.

Funding of Commission

At the close of the year, the commission was faced with the recission of federal Title I funding, which was the funding responsible for the commission's creation in 1974. Fortunately, increased state support in recent years allows for the continuation of the commission and its major programs.

DISTRICT OF COLUMBIA

Commission on Postsecondary Education
614 H Street NW, Room 817
Washington, D.C. 20001
Eloise S. Turner, Executive Secretary

University of the District of Columbia
4200 Connecticut Avenue NW
Washington, D.C. 20008
Lisle C. Carter, President

Governance and Regulation

The District of Columbia has a dual education structure. The University of the District of Columbia is the highest degree-conferring authority for public education in the District. The other half of the structure is the Educational Institution Licensure Commission, which is the regulatory body for all private education institutions. The D.C. Commission on Postsecondary

Education is the planning body required under the Higher Education Act of 1965, as amended, Title XII, and provides planning, coordinating and information services for all institutions.

University Structure

The University of the District of Columbia, established in 1976, is the only public institution of higher education in Washington, D.C. The university is comprised of six colleges and offers diploma, certificate, two-year, four-year and graduate degree programs in more than 125 academic, vocational and technical areas. The university exercises an open admissions policy.

Institutional Licensure and Regulation

The Educational Institution Licensure Commission is vested with the power to authorize and regulate all private education institutions and agents thereof in the District of Columbia. The commission establishes minimum standards concerning quality of education, ethical and business practices, health and safety, and fiscal responsibility to protect against substandard, transient, unethical, deceptive and/or fraudulent institutions and practices. It serves as the state approving agency for veterans benefits. The commission is responsible for prohibiting the granting of false or misleading educational credentials; regulating the use of academic terminology in naming or otherwise designating education institutions; prohibiting misleading literature, advertising, solicitation or representation by education institutions or their agents; and providing for the preservation of essential academic records. Because of limited staff, the commission currently exercises its licensure function only for degree-granting institutions. Since the establishing legislation has proven to be inadequate and ambiguous in some areas, legislative amendments are now before the D.C. City Council. Passage is expected by the end of the 1981 legislative session, after which drafting of new licensure regulations will be introduced. In the meantime , the regulations of the former licensing agencies remain in effect.

Student Loans

The higher education loan program for the District of Columbia, HELP-DC, has been operated as the lender of second resort since December 1979 by the Higher Education Assistance Foundation. Students must first have applied for and been refused a guaranteed student loan from a lending institution. Collection efforts on the 4,377 defaulted loans under the D.C. guaranteed student loan program, suspended in 1976, have resulted in the signing of 1,414 repayment agreements committing a total of $3,468,241. Strenuous collection efforts are continuing on the remaining defaulted loans and on the average of 50 new defaults arising each month. As of June 30, 1981, 2,770 cases have been referred to the American Creditors Bureau (collection agency), for a more intensive form of collection activity, in an attempt to recover $6,180,122 worth of defaulted student loans.

Student Aid

In 1980-81 the D.C. state student incentive grant program provided $789,322 to 674 District residents. Of this amount, $394,661 was provided from federal funds, matched by $230,000 from the District government and $164,661 from third-party matching sources. The program has unrestricted portability and in 1980-81, recipients attended 136 institutions in 28 states and 12 institutions in the District of Columbia.

Commission Activities

The Commission on Postsecondary Education continues its responsibilities for planning, postsecondary education data base maintenance and administration of the federal Title IA program. Preparations for the operation of the Title VIIA program, including an approved state plan, were made but rescission of fiscal year 1980 funds prevented the program's continuation. During 1980-81 the commission undertook planning studies of a statistical analysis of the D.C. state student incentive grant program, an inventory of

continuing education programs in D.C. and an update of the 1978 study of the enrollment of D.C. residents by state of enrollment. The 1980-81 Title IA program operated programs establishing meaningful rewarding roles for the elderly through volunteer opportunities in public elementary schools and assisting disadvantaged Latin Americans develop skills that will increase their job opportunities and will provide for upward mobility. It established a liaison program between college faculty and high school teachers to facilitate transition from high school to college for D.C. students.

Consortium Cooperation

The nine members of the Consortium of Universities of the Washington Metropolitan Area — The American University, The Catholic University of America, Georgetown University, The George Washington University, Howard University, the University of the District of Columbia, Gallaudet College, Mount Vernon College and Trinity College — continue their cooperative efforts to offer students opportunities beyond those on their home campuses, while improving efficiency and eliminating duplication. The group also continues to strengthen its ties to the Washington area community. Among other activities toward this end the consortium has added joint public information projects including the regular publication of a consortium institutions' impact on the Washington area economy. Ongoing cooperative programs include a Latin American studies center, the biology seminar and the D.C. law students in court program. The consortium is the contractor with the Ohio College Library Center for network computerized library cataloging and exchange.

Enrollment

Enrollment at the 17 accredited (or recognized candidate) institutions of higher education in the District of Columbia that are included in the Higher Education General Information Survey decreased by 1.8 percent from fall 1979 to fall 1980. A large part of this decrease was in full-time freshmen, where enrollment decreased by 9.8 percent.

FLORIDA

State Department of Education
W. V. Knott Building
Tallahassee, Florida 32301
Roger Nichols, Deputy Commissioner

The following report was submitted by the Office of Educational Planning, Budgeting and Evaluation, with the assistance of the Postsecondary Education Planning Commission, the Division of Community Colleges and the State University System.

Planning Commission Statute

Consistent with the past several years, the 1981 legislature again focused significant attention on planning and coordination in postsecondary education and adopted several major policies related to this area. The Florida Postsecondary Education Planning Commission, originally created by executive order of the governor in 1980, became statutory. The commission will serve as the state commission under Section 1202 of the 1972 amendments to the Higher Education Act of 1965 and is charged to prepare and submit to the State Board of Education a master plan for postsecondary education. The plan will include consideration of the promotion of quality, fundamental education goals, programmatic access, needs for remedial education, regional and state economic development, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative education techniques and technology and the

Master Plan

requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs should be evaluated and a plan developed to respond efficiently to unmet needs.

Statutory Responsibilities

Other responsibilities of the commission include: (1) recommending to the State Board of Education contracts with independent institutions to conduct programs consistent with the state master plan for postsecondary education, (2) recommending to the board rules concerning the planning and coordination of postsecondary education programs, (3) advising the board regarding the need for and location of new institutions and campuses of public postsecondary education, (4) assisting the board in the conduct of its postsecondary education responsibilities in such capacities as the board deems appropriate and (5) updating the state master plan for postsecondary education every five years.

and Studies

The commission is currently working on the master plan and hopes to complete that process by the spring of 1982. In addition, the commission has conducted studies on improving Florida's engineering and science programs and on the need for converting Florida's upper-level universities into four-year institutions.

Regents' Structure Changes

Following up on recommendations made by the Joint Legislative and Executive Commission on Postsecondary Education in March 1980, the 1981 legislature expanded the Board of Regents, the State University System's governing board, from 10 to 13 members including the commissioner of education. Terms of office for members other than the commissioner and the student member were shortened from 9 to 6 years. The primary reason for these changes was to insure that the board maintained a statewide perspective, responsive to changing needs and coordinated with other sectors of the education system.

Two-year Colleges:

Enrollments

Appropriations

The full-time equivalent (FTE) allocated student enrollment in two-year colleges for 1981-82 represents an increase of 1.39 percent over the estimated 1980-81 FTEs. The 1981-82 state appropriation for community colleges was $275,299,374, an increase of 13.74 percent. An element was included to insure that any declining or growth enrollments in the colleges were funded at 50 percent of the base student value. Over $6 million above "cost-to-continue" was allocated to the community colleges for quality improvements of salaries and student support services. In 1981-82 no college will be permitted to exceed its assigned FTE unless there are resources available to provide for the excess enrollment without adversely affecting the quality of the education program. A special appropriation of $2.75 million was provided for library books and instruction equipment in addition to those funds available in the program fund.

General Appropriations

The 1981 general appropriations act included $357.2 million in general revenue for education and general activities in the university system, a 7.9 percent increase over the previous year. Total education and general funding, including increased fee revenue, grew 11.5 percent from $394.9 million in 1980-81 to $440.5 million for 1981-82. In other matters related to appropriations the legislature provided for the establishment of a lower division at Florida International University, leaving three upper-level institutions in the system; $11 million for quality improvement in the State University System including $3 million earmarked for current and new engineering programs; and $4.75 million for scientific and technical

New Lower-division Program

instruction equipment. University tuition rates were increased by 20 percent for out-of-state students beginning in fall 1981 and by the same percentage for Florida residents effective in January 1982. An attempt to increase tuition for foreign students by an additional 50 percent was vetoed by the governor. State community colleges and universities received $21.4 million and $92.6 million respectively for capital outlay projects.

Tuition Increases

In 1981 the legislature passed substantive legislation authorizing public universities and colleges to fund scholarships and grants, in addition to loans, from the student financial aid trust fund; prohibiting hazing by organizations in public postsecondary institutions; requiring consultation by university presidents with student government associations prior to the approval of projects funded from the capital improvement trust fund; implementing a plan for a uniform coordinated system of vocational education; authorizing community colleges to establish policies for law enforcement; and providing for a number of other management improvement and housekeeping measures.

Other Legislative Actions

The issue of quality improvement continued to receive major attention this year. Faced with critical questions raised by the legislature and the governor concerning this area as well as other aspects of the organization and direction of the State University System, the Board of Regents created a series of task forces to conduct analyses of the problems identified. Individual groups were assigned the issues of university structure, enrollment planning and funding priorities, fees, health planning and teaching hospitals, public schools outreach and service, and science, engineering and technology service to industry. Serving on these task forces were representatives of business, industry, government and both public and private education institutions. In January 1981 the regents formally adopted the policy recommendations that resulted from this effort.

Quality Improvement

In May 1981 recently appointed Chancellor Barbara Newell recommended an 18-month moratorium on new program initiatives in the State University System. This policy, which was endorsed by the Board of Regents, was in response to legislative ceilings on enrollments and the need to clearly identify and respond to state priorities while avoiding unnecessary program proliferation. Exceptions to the freeze are to be provided for engineering and public health programs as well as the enhancement of offerings at Florida A&M University in accordance with the equality of access and opportunity plan approved for that institution.

New Programs Moratorium

As part of its 1979 omnibus higher education act the legislature enacted statutes that have led state universities and community colleges to consider student performance standards in communication and computation as conditions for moving from one academic level to the next and for the awarding of degrees in order to insure that students profit as fully as possible from the instruction. In December 1979 the articulation coordinating committee of the State Department of Education formed the essential academic skills project to address this area. As a result, a list of essential skills has been identified and transmitted to the State Board of Education for approval. The 1981 legislature provided $200,000 for the development of a sophomore level test to be used in Florida's public community colleges and universities beginning in fall 1982.

Student Performance Standards

The Florida "Endowment Trust Fund for Eminent Scholars," created in 1979, has received $15 million in state funds and provides $400,000 for

Scholars Endowment Fund

every $600,000 raised from private sources by the universities. The matched funds are used to establish endowments to attract outstanding scholars. To date $7.2 million in private resources have been generated for the support of 12 endowed chairs in 6 of the 9 state universities.

Program Budget Study

Work is now proceeding on the postsecondary education programmatic budget study that was initially recommended by the Joint Legislative and Executive Commission in 1980. The purpose of the study is to develop a budgeting system for all levels of postsecondary education based on quality standards rather than sheer numbers of students. The contractor, working under the direction of a policy steering committee of representatives for the governor, the legislature and the State Department of Education, is scheduled to complete the study in December 1981.

GEORGIA

Regents of the University System
244 Washington Street, S.W.
Atlanta, Georgia 30334
Vernon D. Crawford, Chancellor

The Board of Regents of the University System of Georgia is the governing body for the public institutions in the state and is composed of 15 junior and 14 senior colleges and 4 universities. Fall 1980 enrollment in the system exceeded 126,000.

Desegregation

A major effort of the past year has been the further desegregation of the University System. Implementation of the desegregation plan continued with the following being some of the major accomplishments: (1) $500,000 in regents' opportunity scholarships were awarded, (2) $250,000 was provided to the Medical College of Georgia for minority scholarships and programs, (3) continued enhancement of the facilities at the three historically black colleges and (4) new academic programs approved and/or implemented at the three historically black colleges.

Affirmative Action

Black enrollment now comprises 15 percent of the total system enrollment. In addition to the commitments outlined in Georgia's approved desegregation plan, a task force on affirmative action completed a year-long study with 18 recommendations receiving approval by the Board of Regents. These recommendations, designed to improve the system's employment of minority staff members and enrollment of minority students, were concentrated in three areas: promotion of positive motivation, improvement of organization for affirmative action and innovative techniques for affirmative action.

Institutions Distribution Study

Distribution and functions of institutions in Georgia as in other states continually surface as educational, political and economic issues. Since a statewide study had not been conducted since 1970 and several system institutions had requested consideration for a change in status, the chancellor appointed a task force for the study of optimal distribution of system institutions. The charge was to study the distribution of institutions with respect to location and level; to determine what criteria should be satisfied before another institution is created or the level of an existing institution is changed; and to determine what conditions would constitute a state of retrenchment at an institution that would result in the dismissal of tenured faculty or the closing of an institution.

and Recommendations

After a year of work the task force submitted a report with recommendations, which have been acted upon by the Board of Regents. These include: (1) a classification of the 33 institutions into three types, of which institutions now must prepare a mission statement reflecting its type for board approval; (2) a periodic review (at least every five years) conducted by the chancellor's office to examine programs, facilities, budgets, faculty and student population; (3) procedures for the alteration of mission and status of an institution; and (4) cooperative residential degree programs at the doctorate level. The task force also submitted a retrenchment policy statement that is currently under consideration.

Student Advisement

Considerable attention has been focused on quality of student advisement in the University System. A task force on academic advising completed a year-long study by proposing a policy that each institution have a program of academic advisement for the advancement of its students and that the advisement, a primary responsibility of faculty, be credited toward retention, tenure and promotion. A standing administrative committee on advisement was established and charged with the responsibility of improving advisement in general. In addition, a number of recommendations were developed for implementation at the institution level.

Data and Information Study

Due to significant increases in external reporting requirements, redundant data requests, absence of uniform data definitions, inaccurate data and lack of adequate and timely feedback to institutions, information collection and utilization has become a major issue in recent years. A study, conducted by an ad hoc committee that examined the overall information collection and utilization problem, concentrated in the areas of faculty, curriculum and student information since it was determined that adequate documentation and reporting existed in the facilities and financial information areas. Their final report contained a number of recommendations. The regents have acted upon the following: implementation of an academic program inventory, improvement of the existing curriculum inventory report for better utilization, implementation of a student information reporting system from which most of the regular ongoing reports could be generated and improvements in current faculty reporting systems since the present output is not adequate. In addition, data element dictionaries for each of the three areas have been developed for distribution and use throughout the system.

New Inventories and Information Systems

System Financing

As in most states, the financing of public higher education has also been an issue in Georgia. As the state entered the decade of the 1980s, it became apparent that inflation, competition for limited resources and projected enrollment declines had created a need for a more effective way of funding public higher education. The chancellor proposed, and had accepted by the Board of Regents, the governor and legislative officers, that a comprehensive study be conducted of the financing of the University System of Georgia. The study will be guided by a 16-member Study Committee on Public Higher Education Finance that is composed of 4 appointees of the governor, 2 senators appointed by the lieutenant governor, 2 representatives appointed by the house speaker and 8 University System representatives appointed by the regents. An independent management consultant has been appointed as staff coordinator for the study. The study, to be completed in approximately one year, will define the needs of the University System for state funding and determine a way of addressing these needs.

Educational Television

The governance and operation of educational and public television has been an issue in Georgia for several years. This issue has been of some concern for

the University System since the University of Georgia is licensed to operate one of the existing nine stations in the state. When efforts to establish the Georgia Public Telecommunications Commission failed in the 1981 General Assembly, the governor established the commission by executive order. The commission is empowered to operate all public telecommunications in the state and includes representatives appointed by the Board of Regents and the State Board of Education.

HAWAII

University of Hawaii
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Fujio Matsuda, President

Postsecondary Education Commission

As established by state law, the Hawaii Postsecondary Education Commission is an administering agency whose powers and authority do not extend beyond the receiving and administering of federal funds under certain programs of the Higher Education Act of 1965. As such, the commission is not normally involved in any major problems or issues in postsecondary education. While in past years the commission has undertaken specific tasks dealing with postsecondary education at the request of the governor or the legislature, no such assignments were received during the last year.

Major Issues/ Problems:

The University of Hawaii system, which encompasses all public postsecondary institutions in the state, encountered several major issues and problems in 1980-81 that are still in the process of being resolved. The multicampus system was generally well supported by the legislature in its budget requests. However, a management audit conducted by the legislative auditor identified a number of problem areas, particularly in planning and personnel management, and this has led to intensified demands for accountability. Much of the university's administrative efforts are currently being directed toward responding to the audit's recommendations. Among the many issues being addressed are review of tenured faculty and policy guidelines for the assignment of teaching load. Discussions between faculty and administration on these matters continue to be marked by controversy.

Accountability

Tenured Faculty Review/ Workload

Administrators' Salaries Ceiling

Another key issue in 1980-81 was the effects of a statutory ceiling on the salaries of administrators — a ceiling not applicable to faculty or other professional staff — which has seriously hampered recruitment for a number of pivotal executive vacancies. The legislature failed to take action on proposed legislation that would have given relief in this area. A recent court decision has held the statute incorporating these ceilings to be in violation of the state constitution, but the exact implications have not been worked out at this writing.

IDAHO

State Board of Education
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Boise, Idaho 83720
Milton Small, Executive Director

Fiscal Exigency

In April 1981 the State Board of Education and Board of Regents of the University of Idaho declared a "state of financial exigency" for fiscal year

1982. The declaration covers the four public higher education institutions, the Division of Vocational Education and two University of Idaho special programs (agricultural research and the cooperative extension service).

Appropriations

For fiscal 1981 the higher education institutions were appropriated $65.8 million from the general account. However, in the fall of 1980 the State Board of Examiners, fearing fiscal year revenues would fall below projected levels, ordered a 3.85 percent general account holdback for all state agencies (total holdback for the higher education institutions equalled $2.4 million). To partially offset the loss, the board approved a one-time $50 per semester fee increase for resident students and a $100 per semester increase in nonresident tuition. By March 1981, the legislature had appropriated $67 million from the general account for general education programs at the higher education institutions for fiscal 1982. Another $3.9 million was appropriated for the two junior colleges (less than the $4.1 million appropriated for the previous fiscal year).

Fee/Tuition Increases

In April 1981 the board approved a permanent fee increase of $100 per semester for resident students and $100 per semester for nonresident tuition, with similar increases in part-time charges. The four higher education institutions estimate increased revenues of $4.7 million from the fee/tuition increases. But presidents indicated the institutions still fell short of the amount needed to maintain current programs and personnel if salary increases were to be given. Following a public hearing the board approved the financial exigency declaration. In June, at a special session, the board approved institutional recommendations to lay off 27 employees at the University of Idaho and Lewis-Clark State College (16 of them tenured faculty members).

Employee Layoffs

Salary Increases

A salary equity committee appointed by the governor estimated that $2.4 million would be needed to bring academic salaries up to the average paid in peer institutions in Western states, with another $1.3 million needed for vocational faculty salaries. Although the board requested funding for the first year of a five-year salary equity adjustment, the legislature, in the closing days of the 1981 session, simply directed agencies to provide 7 percent across-the-board salary adjustments for classified (merit system) employees. Following a tradition of giving similar treatment to nonclassified (faculty and other professional) employees, the board authorized each institution to set aside an amount equal to 7 percent of the salary base for distribution according to campus-based salary adjustment plans.

Public Television

The appropriations measure also prohibited expenditure of general account funds for public television in Idaho after July 1, 1981. In September 1980 the Board of Education had discussed a staff paper outlining advantages and disadvantages of a central station organizational structure as an alternative to three stations housed at host universities and coordinated through the board's office. No action was taken other than a decision to return the stations to institutional administration during fiscal 1982. However, following the legislative funding prohibition, the board directed the stations to operate as best they could after July 1 using federal and private funds. The board organized a special study committee to analyze the structure and prepare recommendations. Two of the stations have announced plans to reduce staff and curtail hours and a third (KAID-TV at Boise State University) is seeking private contributions to continue its operation.

The legislature provided funds to continue Idaho's participation in several

Regional Health Programs

health-related cooperative programs with other states providing (the Washington-Alaska-Montana-Idaho Regional Medical Program) 20 seats for Idahoans at the University of Washington medical school; the guarantee of five positions for Idahoans each year at the University of Utah medical school; the 15-seats-per-year participation in the Washington-Oregon-Idaho Northwest College of Veterinary Medicine; and support for Idahoans admitted to the Creighton University dental study program. However, the legislators eliminated funding for first-year students from Idaho in the WICHE (Western Interstate Commission for Higher Education) student exchange programs in health areas.

Enrollment

Enrollments continued to increase at the state's postsecondary institutions. During the fall of 1980, 26,952 students were enrolled in academic programs at the state's four higher education institutions, compared with 26,178 the previous fall, and another 3,866 were enrolled in academic programs at the state's two junior colleges, compared with 3,619 the previous fall. Another 3,249 students were enrolled at the state's six postsecondary area vocational-technical schools, compared with the previous year's enrollment of 2,902.

Program Approval

As part of its general long-range planning process and in response to the immediate fiscal constraints, the board prepared legislation to clarify its ability to prescribe programs and courses at the higher education institutions, notwithstanding current statutory requirements for program placement. While the bill was approved by both legislative houses, it was vetoed by the governor. Idaho also by statute prohibits assessment of resident tuition, but does not define "tuition." Another board proposal would have defined tuition as the "direct cost of instruction," but the measure was defeated in the senate after house approval. Also introduced but held in committee was a legislative proposal to place Lewis-Clark State College under the administration of the University of Idaho. The latter bill reflected concern by some legislators that a state of Idaho's size, tax base and population cannot afford to maintain the present system of one four-year institution and three universities.

Tuition Definition

Governance Change

Tax Limitation Impact

The board itself is concerned about its financial prospects in a state that in 1978 approved a property-tax limitation. In a two-year period, enrollments rose 8 percent while the higher education institutions suffered an inflationary loss of 17 percent. Further, the veto of the board's program placement legislation mentioned above continues to place a legal cloud over the board's ability to make program shifts, consolidations or eliminations to use its resources most effectively.

Cost Equity Study

Additional concerns include moves by the board to implement an equity study, which analyzed each institution's expenditures in comparable program areas. The board agreed to phase in an equity adjustment over a three-year period. Two of the institutions were relatively underfunded and two relatively overfunded, although, as the board's executive director noted, the issue was more one of "relative poverty" than excess funding. The board has voted to continue its cost study, but there are indications morale has suffered at the two institutions that received a smaller portion of the general account increase.

Statewide Study

The legislature by resolution created an interim Legislative Council Committee on Postsecondary Education to study institutional roles and missions, potential economics through program consolidation, merger or elimination of duplicative programs, governance and funding of the junior college

system. the relationship between vocational education and academic programs, and the proper role of graduate programs, including cooperative and out-of-state programs. The committee will begin its work in July 1981.

ILLINOIS

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Richard D. Wagner, Executive Director

Appropriations

Appropriations approved by the Illinois legislature for higher education operations and grants for fiscal year 1981 totaled $1.15 billion. This represented an 8.8 percent increase over fiscal year 1980 appropriations. The final appropriation signed by the governor included resources for an 8 percent salary increase for all public college and university employees.

Capital Funds

For higher education capital improvements, the governor signed appropriations totaling $48.4 million compared to a Board of Higher Education recommendation of $97.7 million. The board's capital project priorities in fiscal year 1981 were urgently needed remodeling, including projects related to handicapped accessibility, energy conservation, completion of new buildings or newly remodeled buildings and community college construction related to existing enrollments.

Budgeting Process

A major concern during the budgeting process for fiscal year 1982 was maintaining adequate resources for higher education in light of the condition of the economy and the availability of state funding. The board encouraged all sectors of higher education in the state to participate in the planning effort for higher education, sharing resources and working in cooperative programs, to maintain and preserve the wealth and diversity of education opportunities available in Illinois.

Budget Recommendations:

Tuition Increases

Energy and Capital

In January 1981 the Board of Higher Education recommended to the governor and General Assembly a fiscal year 1982 operations and grants budget totaling $1.28 billion, an increase of $133 million, or 11.6 percent over fiscal year 1981. Tuition increases of 10 percent for public universities were recommended. For capital improvements, the board recommended $60.6 million in new capital spending, including $9.8 million for energy conservation and fuel conversion projects and $4.2 million for food production and research projects. The board was requested by the governor in February to allocate a budget of $1.23 billion, including $1.1 billion in general revenue funds. Based on updated economic predictions and anticipated state revenues, the governor in April prepared a revised budget. He proposed a $200 million reduction in his budget for fiscal year 1982, including a $3.5 million cut in funding for higher education. As of this report, final appropriations had not been enacted for fiscal 1982.

Enrollment

Headcount enrollments for fall 1980 in Illinois colleges and universities were up by more than 7 percent. Enrollments at public universities and community colleges increased by 2.5 percent and 10.9 percent, respectively, and enrollments in nonpublic institutions increased by 5.9 percent.

Student Aid

The annual financial aid survey conducted by the Board of Higher Education indicated that a total of $590 million in financial aid was distributed to some

289,000 undergraduate and graduate students during fiscal year 1980. Of the total aid available, $152.4 million (25.8 percent) was supplied by the state, $163.3 million (27.7 percent) was provided by the federal government, $125.2 million (21.2 percent) was provided by institutions and $149.2 million (25.3 percent) came from other sources. During the past year the board coordinated a committee study of student financial aid issues and policies. Study topics included the maximum grant provided through state-supported need-based awards, aid to students enrolled for less than half-time course loads, graduate student aid and aid to students enrolled at proprietary institutions.

Student Aid Study

Program Review

Institutional Authorization

Other Program Studies/Reviews

The board and its staff analyzed reviews of existing academic programs at public colleges and universities in Illinois. Additionally, new program requests were analyzed as an integral part of the budgeting process and program planning. The board is also responsible for evaluating requests for operating authority and degree granting authority for certain independent colleges and universities in the state. Special program reviews completed or initiated during the year include the statewide study of criminal justice programs and the statewide study of English programs. An assessment of master plan recommendations related to all health professions programs is also being prepared for the board's consideration. A study of remedial programs and an analysis of the impact of program availability on student access were also prepared for board consideration and action during the past year.

Peer Institution Identification

Special Studies

In fall 1980 the board staff completed an analysis of institutional characteristics to identify peer institution groups for all Illinois colleges and universities. The study, which received national recognition, provides new peer comparison groups to be used in the annual studies of faculty and administrative salaries that are done by board staff. Other special studies to be completed in the future include an analysis of the fiscal health of nonpublic institutions and a progress report on efforts to reduce energy consumption in Illinois colleges and universities. A study of instruction costs in health affairs programs is also in progress.

State Grant Programs

State grant programs administered by the board include the Illinois financial assistance act, health services education grants act, the Illinois medical practices act Fifth Pathway program and the higher education cooperation act. Under the financial assistance act, grants totaling $10.9 million were made in fiscal 1981 to nonpublic institutions in the state, based on enrollments of Illinois resident students.

Health Services Grants

Other Grant Programs

Grants for fiscal 1981 under the health services education grants act totaled $16.5 million. These grants were for increased enrollments in medical, dental, nursing, allied health programs at nonpublic medical schools and residency programs at hospitals affiliated with public medical schools. Fifth Pathway grants totaling $323,400 were made to medical schools that provide a year of supervised training to students from foreign medical schools. Projects for interinstitutional cooperative programs, a library resource sharing program and educational television were funded under the higher education cooperation act. Funding for these programs totaled $1.2 million for fiscal year 1981.

Title I-A

The board is responsible for administration of some federal programs. Under Title I-A of the Higher Education Act, Community Services and Continuing Education, federal funds are provided for projects furthering the objectives

as described in the annual program plan approved by the board. Additionally, the board works on an ongoing basis with the governor's office of manpower and human development to enhance working relationships between higher education and the programs sponsored by the federal Comprehensive Employment and Training Act (CETA).

INDIANA

Commission for Higher Education
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George Weathersby, Commissioner for Higher Education

Legislative Budget

Faced with one of the nation's most serious economic recessions, the 1981 General Assembly met to establish taxing and spending levels for the 1981-83 biennium. Forsaking, at the strong insistence of the governor, any general tax increases, the legislature passed a very stringent budget. The degree of stringency is evident in the appropriations approved for higher education.

Appropriations

Operating budget appropriations increased only 4.2 percent in the first year and 0.2 percent in the second year of the biennium. Although each of the six public institutions received increased appropriations, not all individual campus appropriations increased. For example, the Indiana University at Bloomington campus had its state appropriation reduced in each year of the biennium. State appropriations were calculated on the assumption of a 4 percent increase in compensation and 12 percent and 17 percent increases in fees for residents and nonresident students, respectively. No funds were provided to fund projected increases in enrollments even though historically these increases have been funded routinely.

Capital Budget

The capital budget as approved represented a 33.4 percent decrease from the previous biennium. This includes decreases of 14.7 percent for general repair and rehabilitation (R&R), 18.6 percent for major R&R, 54.1 percent for new construction and 29.5 percent for land acquisition. For the first time, the capital budget included a separate line for major equipment. As part of the state's effort to promote economic development, the General Assembly authorized bonding for higher education computer equipment totaling more than $15 million.

Student Aid

Increases in appropriations for state-administered student aid programs amounted to 0.7 percent in 1981-82 and 2.1 percent in 1982-83. As these increases were for administration rather than for programs, the student aid programs in Indiana will have received essentially level funding for the six-year period from 1976-77 to 1982-83. Equally important legislation was passed that simplified the state's need-based grant programs and expanded the state's merit-based grant programs. Moreover, an understanding was reached that need-based awards would be calculated with greatly increased expectations of self-help on the part of students and a cessation of the recent trend of reduced parental contributions.

Student Loans Secondary Market

The nonprofit corporation that will serve as a secondary market for guaranteed student loans (GSL), and whose establishment was authorized by the 1980 legislature, began operations during the year. Incorporated as the Indiana Secondary Markets for Educational Loans, ISMEL, the corporation is expected to begin buying guaranteed student loans in fall 1981. These

purchases are a priority since the volume of GSLs in Indiana more than doubled in the last year. Without these purchases, it is unlikely that current loan volumes will be sustained.

Medical Loans

The legislature also expanded the medical loan distribution fund to include nurses. This fund, renamed the medical and nursing distribution fund, will allow state appropriations to be used either to originate and forgive loans to medical and nursing students who serve in the designated shortage areas, or to repay guaranteed student loans, with cost-sharing by employers, of doctors and nurses who practice in shortage areas.

New Commission Responsibilities:

Operating Appropriations

The Commission for Higher Education introduced two new elements into its responsibilities. The first of these was to present its recommendations in a priority-based "buy-down" list format rather than as a single priority package. This procedure resulted in a "buy-down" list of 10 items for operating appropriations, including several increments for compensation increases, several groups of quality improvement projects and a fund to allow institutions to attract and retain key faculty. This "buy-down" procedure was well received and closely followed by the General Assembly.

Statewide Planning

The second new element involves the commission's statewide planning responsibilities. The commission decided to update the 1973 Indiana plan by conducting a series of regional studies rather than a single statewide study. To test and further develop this concept, work began on a planning study for region 1, which includes the seven counties in the northwest corner of the state. This region is the second most populous in the state and contains four public campuses and three independent institutions. Public hearings, individual interviews and considerable statistical analyses have taken place and a report is planned for fall 1981.

IOWA

Board of Regents
Lucas State Office Building
Des Moines, Iowa 50319
R. Wayne Richey, Executive Secretary

Federal Programs

In May 1981 the governor designated the Iowa Coordinating Council for Post-High School Education to act on behalf of the state for the purpose of entering into an agreement with the U.S. Department of Education for state participation in the continuing education outreach program, state student incentive grant program and the undergraduate facilities grant program. The Coordinating Council is a voluntary cooperative association, with representatives from the independent colleges and universities, the area community colleges and vocational schools, the public universities, specialized and proprietary schools, educational radio and television and the College Aid Commission. Specific responsibilities for administration of the programs are with the College Aid Commission (for the state student incentive grant, undergraduate academic facilities, comprehensive statewide planning and as fiscal agent for information services programs) and with the State Board of Regents for the continuing education program.

Cooperative Enrollment Analysis

Representatives of the area schools and community colleges, the private independent colleges and the regent universities are cooperating in an enrollment analysis project being undertaken jointly with four other states and the National Center for Higher Education Management Systems with

funding from the Ford Foundation. A committee of the Coordinating Council completed a study of interstate reciprocity and the council approved its recommendation that Iowa not enter into statewide general interstate reciprocity agreements at this time. It was concluded that the expansion of education opportunities for Iowa students would not be a major reason for entering into such reciprocity agreements and that there did not appear to be a financial advantage to Iowa.

Reciprocity

A 4.6 percent rescission of 1980-81 appropriations was instituted across all state agencies by executive order. The 1981 legislature approved $277 million in appropriations for the Board of Regents and the institutions under its jurisdiction for operations during 1981-82, an increase of 10.3 percent over the rescission level for 1980-81. The area schools received $55.3 million in appropriations for 1981-82, an 11.1 percent increase over the rescission level for 1980-81. This rescission further aggravated funding problems of the area colleges and increased interest in the present planning for a better funding formula for these institutions.

Appropriations Rescission

The area colleges and Department of Public Instruction are cooperatively working together to develop a funding formula for introduction to the next session of the General Assembly. This formula development will be reviewed by an interim study committee of the legislature. The interim study committee will be particularly concerned with the distribution of resources used to fund area colleges. The percentage of state resources used to support area colleges has been gradually increasing and it is very likely that the committee will investigate alternatives for reducing this ever-increasing dependence on state resources.

Funding Formula

Some of the bills passed in the 1981 legislative session that will require implementation by institutions of higher education include those related to mental health reorganization, county extension levy increases, increases in public bid levels, change in contract retention provisions, handicapped parking provisions, fire marshal regulations, smoke detectors in residence halls and apartments, life-cycle purchasing, access to donated library materials, hazardous waste provision and appropriation of federal funds. The legislature also considered, but did not act on, a resolution calling for an audit of the regents and bills concerning the teaching of creationism. The legislature passed a concurrent resolution that provides for sale by the Board of Regents of $30 million in academic revenue bonds in 1981-82 and $28 million in 1982-83 for capital building projects, including improvements of utilities, fire safety and energy management. The resolution includes $12.4 million for projects deauthorized for 1980-81.

Legislative Actions

Revenue Bonds

The 1981 General Assembly attempted to provide some relief for funding constraints by including a cash reserve bill for area colleges. This bill will permit the authorization of a local tax levy to provide total revenues equal to 5 percent of the area colleges' general fund expenditures for the 1980-81 fiscal year. Revenue derived from this levy will be placed in a separate cash reserve fund from which the area college may alleviate temporary cash shortages, but the cash reserve fund must be reimbursed immediately from the general fund of the area college as funds become available and no later than June 30 of the year when funds were used. This provision for a cash reserve fund should reduce the need to borrow funds and pay interest during periods when there are not sufficient funds to pay legal obligations. Unfortunately for area colleges, the fiscal exigency now confronting the state also resulted in legislation that eliminated funding for the area college

Funding Constraints Relief

Cash Reserve Fund

equipment replacement appropriation. This appropriation was extremely important in assisting area colleges to maintain appropriate equipment in instruction programs and will be greatly missed.

Student Aid

The 1980 legislature maintained support at approximately the same levels for three need-based scholarship and grant programs administered by the College Aid Commission, with the appropriations totaling $14,834,700 for the 1981-82 school year and $15,550,000 for the 1982-83 year. The maximum award under the tuition grant program for independent college students remains at $1,700. The need-based programs will be supplemented in 1980-81 by approximately $858,000 in federal funds under the State Student Incentive Grant Program (SSIG). The College Aid Commission also received $90,000 to continue contracting with out-of-state optometry colleges for the training of Iowa residents ($60,000 for the second year of the biennium); $450,000 for each year of the biennium to provide for training of Iowa residents at the College of Osteopathic Medicine and Surgery in Des Moines; and $40,000 for 1982 and $20,000 for 1983 to contract with out-of-state podiatry colleges for the training of Iowa residents. The Iowa National Guard educational benefits program established in 1978 received approximately $25,000 for each year to provide non-need-based grants of up to $250 for enlisted National Guard persons enrolled at least half time in an approved Iowa postsecondary school. Operating funds for these programs were provided at $317,595 for 1982 and $341,704 for 1983, an increase of 11.2 percent for the first year of the biennium and 7.6 percent for the second year.

Health Education Contracts

Long-range Planning

The Board of Regents approved the long-range planning process and long-range planning documents for each of the universities. During the year the board received reports on student financial aid and faculty tenure and acted to revise rules for residency and general admission requirements.

Tuition Increases

Tuition levels for the 1981-83 biennium were increased by 14 to 16 percent for resident undergraduates and by 60 to 80 percent in professional programs.

Faculty/Staff Certification Study

The issue of area college faculty and staff certification is currently under study by the state advisory committee on teacher education and certification. This committee has reviewed and adopted recommendations presented by a special committee that reviewed area college certification concerns and it is anticipated that this recommendation will be submitted to the State Board of Public Instruction this fall. A particular problem for area colleges has been the present procedure for the certification of part-time faculty who are employed for just a single term or who have very limited teaching assignments. Another concern raised during the review of area college certification is the possible necessity for requiring the certification of area college superintendents. The present administrative rules exempt area college superintendents from the certification requirements and this exemption is now being questioned by some members of the state certification committee.

Student Loans

The Iowa Guaranteed Student Loan Program, implemented by the Iowa College Aid Commission in May 1979, operates without expense to the state. At the close of fiscal year 1981 the total outstanding loans under College Aid Commission guarantee came to more than $139 million. During its second full year of operation the commission guaranteed loans totaling more than $80 million to 47,000 Iowa students.

Federal Budget Task Force

During the spring of 1981 the governor established a federal budget task force to analyze and make recommendations concerning the administration's proposals in specific budget areas. A postsecondary education task force, including representatives from the independent colleges, the area schools, the private specialized schools, the College Aid Commission and the regent universities, was established to report on the impact of proposed reductions on the various sectors of the postsecondary education community in Iowa.

KANSAS

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John J. Conard, Executive Officer

Appropriations

The 1981 legislature approved $249.9 million in appropriations from the state general fund for regents institutions for fiscal year 1982. This amount represents a 3.6 percent increase over the general fund appropriation for last year and was approximately $12.7 million less than that recommended by the governor. Total funding including auxiliary enterprises totaled $511.3 million or 12.7 percent over 1981 funding. Capital improvements for the year from the state general, federal revenue sharing and state education building funds were financed in the amount of $18.4 million. A 7 percent faculty salary increase was approved by the legislature, while a 5.5 percent increase in other operating expenditures for the public institutions was also approved.

Capital Funds

Salary Increases

Regional Health Education Contracts

The Kansas legislature continued funding for a number of contractual agreements with other states for the admission of Kansas students into professional schools not available in Kansas, but at a reduced level. The osteopathic medicine program is being reduced from 22 new admittees to 16 and the dentistry program is being reduced in the 1982 academic year. These decreases, when coupled with a corresponding decrease in the state medical scholarship program, demonstrate a legislative rethinking of state funded medical education programs.

Tenure Approval

Grievance Procedures

Considerable media attention was given to two bills introduced during the 1981 session. If enacted, they would have legislatively mandated that the Board of Regents approve all individuals receiving tenure at regents institutions and would have prescribed a grievance procedure for any person complaining that a regents institution employee had violated a university policy. As originally introduced, the latter measure would have afforded a full adversarial hearing before the board for anyone having a complaint against a university employee. It is unlikely that either measure will resurface next session, since the board has amended its policies to provide for board review of tenure decisions and developed a policy to channel complaints from sources external to the education institutions.

Municipal University

Attention was also given to the question of whether Washburn University of Topeka should become a state-operated public institution. Currently Washburn is the last municipal university in the nation. Intermediate and long-term funding issues have prompted the consideration of Washburn for state university status. A special interim committee is continuing to review the issue.

Legislative Actions

Legislation was enacted substantially modifying the accreditation procedures for schools of nursing and requiring approval of all continuing education providers. Legislation also was enacted providing for a state-level coordinating board to foster interlibrary cooperation and research sharing.

KENTUCKY

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Major Issues

In 1980-81 Kentucky higher education was faced with several major issues, some of which had a direct or indirect bearing upon one another. Principal among them were reductions in state funding for public higher education in both 1980-81 and 1981-82 and a request from the U.S. Department of Education's Office for Civil Rights (OCR) that Kentucky develop a public higher education desegregation plan.

Appropriations Reductions

State general fund receipts for fiscal year 1980-81 were estimated for fall under original projections by some $114 million. In July 1980, funding for Kentucky higher education was reduced by $29.9 million. In April 1981, funding for higher education in 1981-82 was reduced by $26.1 million to help overcome a projected $185 million shortfall in state general fund receipts for the new fiscal year. Shortly after the 1981-82 fiscal year began, state funding for higher education was reduced by another $18.4 million, making the 1981-82 reductions some $44.5 million. The total new reductions in all state spending for 1981-82 — again due to lagging general fund receipts — were $100.6 million.

Reduction Adjustments/ Impact

To adjust to the reductions in funding, the state-supported universities and community colleges instituted hiring freezes, reduced travel, delayed or reduced maintenance and purchases of supplies and equipment, increased or instituted voluntary student fees, and, in some instances, began planning for the merger of administrative units and the consolidation or elimination of some academic programs. Layoffs of large numbers of personnel were not anticipated unless additional funding cuts were made.

Desegregation

In January 1981, OCR charged, based upon findings from data collected in 1978 and a 1979 site visit, that vestiges of Kentucky's former dual-segregated system of public higher education still exist and requested that the state develop a plan for eliminating them. In March 1981, a plan committing Kentucky to actions for overcoming the problems OCR said existed was submitted to federal officials. At the end of 1980-81, negotiations were under way between the council and OCR concerning the office's request for more specificity regarding how Kentucky would achieve its commitments. Additionally, the council had requested that federal officials grant approval of the plan with the exception of the section dealing with enhancement of the traditionally black institution, Kentucky State University (KSU). The council requested that conditional approval of that section be granted until December 1, 1981, when the enhancement plan for KSU would be completed. OCR had requested that KSU be improved in several ways to attract more white students. Decisions about the enhancement of KSU in light of several systemwide studies under way (see below)

and several conflicting approaches to enhancement were considered too complex to make quickly.

Statewide Long-range Study and Recommendations

During the year at least four council activities were under way that are expected to have long-range effects upon the management and delivery of higher education and to have a bearing upon approaching the funding problem and completing the desegregation plan. First is the work of the council's committee on "Higher Education in Kentucky's Future," a group of more than 30 leading Kentuckians who have analyzed the state's future and who are developing broad-based proposals for the direction of Kentucky higher education in the 1980s and 1990s. The proposals are to be used as a framework for future planning, legislation, and the development of programs and philosophies. The committee's proposals are expected to be directed toward changes or improvements in, among other areas, admissions, research and public service, academic and professional program development, public-private higher education cooperation, intercollegiate athletics, faculty compensation, and development and preparation at the secondary level of students for postsecondary education.

Institutional Mission Review

Second, the council began a review of the progress the state universities and community colleges have made in implementing the missions given them four years ago. The review included analyses of enrollment and program changes and of how well the institutions have implemented their roles and missions. The review, which was to be completed in early 1981-82, was to also include specific analysis of Kentucky State University's mission and the effect of other institutions' program actions on that mission in light of KSU's high cost per student and other factors related to its being a formerly all-black institution. The review may ultimately lead to changed or new mission statements for several universities.

Nonacademic Programs Cost Analysis

Third, an indepth analysis of past and projected expenditures by institutions for nonacademic programs and activities was begun by the council to help it determine appropriate state funding levels and to assess to what degree the scope of such programs or activities might be reduced. Included in the analysis are hospitals, intercollegiate athletics, auxiliary enterprises, housing and dining systems, cooperative extension, diagnostic laboratories, agricultural farms and education program laboratory schools. In the past, such activities and programs have received state funding related to their scope, rather than upon formulas related to ideal levels of expenditures for ideal levels of scope. The analysis of expenditures may lead to reduced state funding based upon newly-devised formulas or to recommendations that programs or activities be eliminated or reduced in scope.

University Management Study

Fourth, as the 1980-81 year ended, the council was beginning a comprehensive study of the management practices and procedures of Kentucky's public universities and their respective agencies and affiliates. Two consulting firms are to assist in evaluating the following management components of each university and community college: (1) analysis of organizational structures, (2) assessment of the adequacy and utilization of resources, (3) analysis of nonacademic personnel utilization, evaluation and promotional practices, (4) analysis of fiscal management practices, (5) identification of costs incurred not consistent with mission or not education-related and (6) identification of external management barriers. A preliminary report proposing legislative changes is due October 1, 1981. The final report is scheduled for completion in mid-1982.

Budget Formulas

Because of the financial exigency facing Kentucky higher education, the council has established guidelines and formulas for the universities' use in preparing their 1982-84 biennium funding requests. The institutions are required to identify goals, beneficiaries, objectives and performance measures of each program for which they request state funds to a degree exceeding that of previous years. Reductions in funding for the universities, along with the needs of the institutions, resulted in the council making a general increase in tuition at the institutions for an unprecedented second year in a row. Increases ranging from 4 to about 25 percent for most students were approved for fall 1981. Tuition charges for most full-time resident undergraduate and graduate students will go up by about 8.5 percent. The largest dollar increases will be for nonresident undergraduate and graduate students at the University of Louisville and for resident and nonresident medical and dental students at Louisville and the University of Kentucky. The smallest dollar increase is $9 a semester for full-time nonresident students at the community colleges. Tuition for Kentuckians at the community colleges was unchanged.

Tuition Increases

Educational Information Service

A statewide educational information service, underwritten by a federal grant was begun in Kentucky in late summer 1980. The service provides, through a toll-free telephone number, information about programs and courses offered by all Kentucky postsecondary institutions. Information about financial aid, transferring, tutoring services, career opportunities and sources of employment information are also available.

Computer-service Needs

To bring better organization to the purchase of computer equipment, Kentucky's state-supported universities, in late fiscal year 1980-81, developed three-year plans for all aspects of their computer-service needs. The plans, developed through use of a format devised by the council, will allow state agencies involved in approving capital acquisitions by the universities to anticipate requests for computing equipment and better facilitate the review and approval process.

Allied Health Education

The council's project to develop and implement a model articulated system of allied health education continued. The project is to result in a system that permits smooth transition from one education level to another and articulation in education planning and use of resources. Through June 1981 the allied health project had addressed career mobility within six allied health disciplines, resulting in the design of a model articulated curriculum for each discipline and a recommended state system for allied health education and improved communication among Kentucky allied health educators and clinicians.

Dental Education Impact Study

The council began during the year a dental education impact study to project needs for and availability of dental services in Kentucky through the year 2000 and to determine how the needs and availability relate to production of dentists by Kentucky's two dental schools. The three-tiered study includes a review of the current literature regarding need and demand and service delivery; an examination of data on production of dentists throughout the country, region and state; and a survey of practicing dentists to learn their opinions about the availability and accessibility of dental care in the state and about the current level of production of dentists by Kentucky's dental schools.

Teacher Education Regulations

As the year ended, the State Board of Education approved regulations that will affect teacher education programs at Kentucky's colleges and universi-

ties. The regulations require college students to demonstrate competency in reading, writing and mathematics equal to a high school senior before they are allowed into a teacher education program. Students not achieving the standard will have to take remedial programs and then demonstrate mastery of basic skills on a standardized examination.

LOUISIANA

Board of Regents
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William Arceneaux, Commissioner of Higher Education

Master Plan and Major Issues

In February 1980 the Board of Regents approved *The Master Plan for Higher Education in Louisiana: A Progress Report*. The report indicated "the *Master Plan* is serving its intended purpose — to guide Louisiana higher education into the eighties." The *Progress Report* examines four issues of continuing concern to Louisiana higher education: (1) stabilizing declining enrollments, (2) the preparedness of entering students, (3) program quality and (4) financing higher education. Issues that will receive increased attention during the 1980s were also addressed, including: (1) the absence of quality control over certain institutions domiciled in Louisiana, as well as institutions from outside the state operating in Louisiana; (2) the increased use of media for educational offerings; and (3) new alliances within higher education as well as among higher education, government, business and industry. The report also reviews 36 recommendations from the master plan. Of these 36, 17 have been implemented, 15 are likely to be implemented and 4 probably will not be implemented.

Academic Libraries Plan

The future development of Louisiana's academic libraries is outlined in a master plan for academic libraries submitted to the Board of Regents by the statewide academic library task force. The primary features of the plan include: (1) the strengthening of acquisitions programs at Louisiana's academic libraries through special appropriations to supplement current acquisitions programs, (2) the development of a statewide automated bibliographic data base, (3) the retrospective conversion of all titles not currently available in the Louisiana numerical register, (4) the conversion of a statewide union list of serials and (5) the blueprint for a statewide system of protocols. The task force identified two areas for future study — the construction of one or more storage centers and the creation of a conservation center that includes a mobile unit to provide for deacidification and fumigation of library materials.

Developmental Education

Developmental education in Louisiana's colleges and universities was examined by the task force on developmental education in May 1981. The task force made recommendations that would strengthen developmental education programs in Louisiana's public institutions of higher learning. The recommendations include mechanisms for identifying developmental students, designing a comprehensive program, coordinating administrative responsibilities, selecting and training faculty and staff, evaluating and funding the program.

Program Review

The regents during 1980-81 have completed reviews of baccalaureate programs in education as well as reviews of master's programs in English, accounting, chemistry, microbiology, public administration, psychology and systems science. The review of the doctoral program in veterinary medicine

at the Louisiana State University (LSU) has also been completed. The ongoing review of degree programs, begun in 1975, has resulted in the termination of 121 degree programs, the commendation of 18 programs for excellence and the recommendation to maintain and strengthen an additional 508 academic programs. Programs are scheduled for board action during fall 1981 including the master's in business administration, music, physics, geology, engineering, speech, home economics, Spanish, French, Latin, nursing, social sciences and urban studies. During the 1981-82 academic year, reviews will be conducted of programs in applied statistics, political science, geography, library science, Russian, economics, landscape architecture, philosophy, sociology, anthropology, natural sciences, vocational agricultural education, general studies and criminal justice. The Board of Regents also has the responsibility for approving all new programs proposed by the state's public colleges and universities.

Research and Development

The Louisiana Research and Development Program, administered by the regents and proposed originally by the Council for a Better Louisiana, brings the higher education and industrial communities together to generate research necessary for the economic development of the state. The program seeks to foster research essential to Louisiana's future; strengthen the research capabilities of Louisiana's institutions of higher education, thus bolstering their faculties and graduate programs; and focus on and take advantage of knowledge in the private sector with respect to mutual efforts and joint approaches in tackling the state's research and development needs.

Educational Information Center

The Louisiana Educational Information Center (EIC), also administered by the board, has been in operation for two-and-one-half years. During this period, more than 3,500 requests for information on postsecondary and career opportunities have been received. Calls have come from 189 cities and towns and from 28 states and 3 foreign countries. Follow-up client evaluation surveys of EIC services and counselors were conducted during the past year enabling the EIC to improve both its data bases and its counseling services. A comprehensive EIC directory of postsecondary occupational and educational opportunities has been published and distributed to counselors in various agencies throughout the state. The future of the EIC is uncertain at this time because of probable rescissions and cutbacks at the federal level.

Appropriations

The general appropriations bill, as signed by the governor, includes approximately $360.7 million in state funds for higher education. State funds allocated for the school of veterinary medicine, the center for agricultural sciences and rural development and the LSU medical center total $107,323,604, an increase of $13,174,804 or 14.0 percent over the current year. The three higher education management boards are allocated a total of $3,467,004, an increase of $344,323.

MARYLAND

State Board for Higher Education
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Sheldon H. Knorr, Commissioner

Data Analysis Report

In response to a request from the appropriations committee of the House of Delegates, the State Board for Higher Education presented a comprehensive report to the legislature entitled "Maryland Higher Education in the 1980's: Enrollments, Costs, and Resources." Tnis complete data analysis

will relate to future postsecondary legislative proposals affecting funding, governance and structure. With the board report as a guide, the committee will examine issues in all three areas prior to the 1982 session.

Proprietary Institutions Guaranty Fund

Two significant legislative proposals supported by the board were enacted during the 1981 session. Under the provisions of one measure, the board is authorized to establish and administer a guaranty fund for postsecondary nondegree granting proprietary institutions of education. The purpose of the fund is to provide reimbursement to students who may suffer financial loss in the event one of these institutions becomes fiscally insolvent or ceases to operate. The law requires as a condition for institution approval that the institution may pay an annual fee into the fund.

Title I-A

The board continued to administer Maryland's community service and continuing education program under Title I-A of the federal Higher Education Act and its designated authority as the administering agency under the Education Information Centers (EIC) program. In addition, the board shared with the State Board of Education, as participants in the education coordinating committee (ECC), responsibilities under the National Energy Conservation Policy Act. In April 1979, the governor designated the ECC as the state school facilities agency under this act.

Enrollment

Total enrollments were up 2.2 percent in fall 1980, following almost a 2 percent increase between 1978 and 1979. Full-time and part-time enrollments were up for both men and women. Fifty-one percent of all students were part-time and 55 percent were female.

Master Plan Review

The board is required to review annually the statewide plan for postsecondary education, originally adopted in 1978. The first annual review was published in the fall of 1979 and contained an assessment of the extent to which each of the actions in the plan had been implemented. The second annual review of the plan was published during the fall of 1980. The 1980 review also contained five-year academic program plans and limitations on new full-time freshmen for public four-year institutions. These will be updated each year in the annual reviews.

Interstate Compacts

The State Board for Higher Education participates in a number of interstate compacts for education services for graduate and professional programs in the South and in Pennsylvania, New York, Ohio, Illinois and Virginia. These contract programs permit the board either to offer higher education programs not available at any college in Maryland or to provide for increased capacity in special fields by paying an established fee to the institution. At the present time the board has contract arrangements for professional programs in medicine, veterinary medicine, optometry, forestry and osteopathic medicine. In addition, for fall 1981, Maryland residents had access to 63 unique graduate and undergraduate programs made available through contract arrangements negotiated with 13 southern states as part of the Academic Common Market of the Southern Regional Education Board.

Budget Requests, Reversions and Tuition Increases

As part of its statutory responsibility, the state board prepares and recommends to the governor consolidated operating and capital budgets for all higher education in Maryland. During fiscal year 1981 all public higher education agencies and institutions were required to revert about 2 percent of their general fund appropriation. To reduce the impact of the reversion, some institutions raised tuitions about 12 percent in January. Actual appropriations for fiscal 1982 were $317 million, which was 94.6 percent of

Appropriations

the general fund amount recommended by the board. The 1982 appropriation is 3.6 percent greater than the 1981 appropriation. Total fund appropriations for fiscal 1982 were $755 million, a 10.3 percent increase over 1981. Tuition increases averaging more than 20 percent above fall 1981 will be in effect for fall 1982 at the public four-year institutions. For capital budgets for 1981-82 the board recommended appropriations of $40.2 million for most urgently needed priority projects — the legislature approved $33.1 million. The board has recommended a maximum agency request ceiling (MARC) for state general funds in fiscal 1983 of $346 million, a 9.1 percent increase over 1982. Inflation represents 47.2 percent of the recommended increase.

Community College Funding Formula

The funding formula for the state's community colleges was changed substantively by the legislature, effective for 1981-82. Aid will be provided based on $878 times the number of full-time equivalent students (FTES), plus a grant of $10 per part-time credit student and a flat grant of $200,000 to each community college board of trustees. Certain exceptions will receive $1,619 per FTES. Funding to support this change will be provided on a one-time only basis through a change in the laws on unclaimed and abandoned property.

Facilities Inventory

For fiscal year 1982 institutions are completing a total facilities inventory that will give information on existing facilities and provide a base for projecting facilities needs. The board has urged all public institutions to implement the provisions of the Federal Rehabilitation Act of 1973 concerning accessibility for the handicapped. The board has participated in and encouraged public institutions of higher education to be actively involved in the federal energy audit and construction programs of the National Energy Act.

Budget Guidelines Review

A survey has been conducted on the operating budget guidelines in use by all of the states. This was done as background for the board's review of its own operating budget guidelines. The board expects to adopt a revised set of budget guidelines during the early part of fiscal 1982. The board adopted a statewide salary policy for higher education executives and senior administrators. The policy uses comparison of salaries with peer institutions to develop appropriate average salary levels and emphasizes the use of merit in awarding salary increases. The staff is currently developing faculty salary guidelines.

Salary Policies

Access Study

The Board for Higher Education is conducting a study to assess the adequacy of financial aid to provide access to its institutions. In addition, the board is developing tuition and fee guidelines for the public institutions in Maryland.

Tuition Guidelines

Emergency Service Education and Training

The Maryland Fire-Rescue Education and Training Commission, a mandated agency of the State Board for Higher Education subject to the authority of the commissioner of higher education, is a commission whose members are appointed by the governor and represent a cross-section of the state's emergency services. The commission, for which staff support is provided by the board staff, has been actively engaged in the improvement of the education and training system for the emergency services through the development of standards and a certification process for emergency services personnel. Commission members are anticipating the completion of a five-year plan for emergency services education and training for Maryland in December 1981.

In December 1980 the Board for Higher Education approved "A Plan to

Desegregation

Assure Equal Postsecondary Educational Opportunity 1980-1985." This new plan replaces the 1974 plan for completing the desegregation of the public postsecondary education institutions, which expired in 1980. The new plan sets goals for the public institutions of higher education for undergraduate and graduate student access and student retention and includes recommendations on employment and governing boards and evaluation and monitoring mechanisms. Highlights of the new plan include an enhancement study of the historically black institutions and a financial aid study to determine unmet student needs in the state.

Institutional Evaluation

The board completed the second year of its institutional evaluation process in cooperation with the regional accrediting association. This process, perhaps unique in the nation, provides for a team chosen by and reporting to the state board to participate in joint evaluation visits to public institutions with a team chosen by and reporting to the Commission of Higher Education of the Middle States Association. Modifications in the process were made based on the first year's experience, including more opportunities for the institution being evaluated to review and respond to data supplied to the state board's team and to the team report. A branch of the University of Maryland and a state college were evaluated this year.

Institutional Regulation

The board continued to apply its minimum requirements for degree-granting institutions in 1980. Thirteen out-of-state institutions met Maryland standards and were approved to operate in the state in academic year 1980-81. These institutions have made substantial progress in meeting the board's requirements by providing for a higher proportion of full-time qualified faculty, adequate administrative staff for counseling and advisement and appropriate library resources in support of their academic course offerings. One of the positive results of the board's regulations was the increased emphasis placed on quality in evaluating the capability of out-of-state institutions to offer courses and programs in the state. Typical programs offered by out-of-state institutions have an occupational orientation that emphasizes job training and professional careers.

Program Proposal Manual

In cooperation with the institutional and segment representatives, the board staff has drafted a program proposal manual to guide institutions submitting proposals for board consideration. The manual describes the various steps in the academic program review process and provides guidelines to determine the type of program action to be taken. This manual is intended to complement procedures used to develop and review proposals for academic programs within segments and institutions.

Program Approval

During this academic year, the board favorably acted on 31 program proposals submitted by institutions — 19 for community colleges, 3 for state colleges and universities, 5 for the state university and 4 for independent colleges. Of the 31 programs acted on, 17 were new programs, 10 were discontinuances, 1 expansion, 1 modification and 1 off-campus degree program.

Program Inventory

An inventory of academic programs was compiled by the state board to assist those responsible for institutional and statewide planning. This inventory is a complete and accurate listing of all recognized programs for which a formal degree or certificate is awarded. Areas of concentration within each approved program are also listed. The first section of the inventory lists academic programs according to the Higher Education General Information Survey (HEGIS) taxonomy and the second section lists academic programs by institution. Programs within a single institution are arranged by HEGIS code and are grouped by degree level.

MASSACHUSETTS

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New Governing Board

The creation of the Board of Regents of Higher Education, established in June 1980, was contained in the state budget for fiscal year 1981. Also contained in the budget were provisions that eliminated the executive office of educational affairs, the Board of Higher Education and the governing boards of the state and community colleges. On March 1, 1981 the 15-member, governor-appointed Board of Regents assumed full governance of the 28 public institutions of higher education in Massachusetts. Additionally, a local board of trustees has been provided for each institution to "be responsible for establishing policies for the administrative management . . . of the institution under its authority. . . ." The local boards will also exercise any authority delegated them by the Board of Regents. Since its inception the board's major effort has been the transition from segmental governance to a single system. The regents are now responsible for the full range of academic and support activity throughout public higher education.

Appropriations

Under the terms of the act that reorganized the system, the Board of Regents will receive all state appropriations for public higher education in one lump sum, to be allocated to the institutions by the board. A referendum limiting local property taxes to 2.5 percent of assessed valuation will reduce funds for municipal and county governments. The state legislature will make up for some local revenue losses through increased local aid to cities and towns. It will offset that increase by proportional reductions in funding for state agencies, including higher education. The fiscal year 1982 budget for higher education will probably emerge from the legislative conference committee at a sum between $324 million and $340 million, an increase over 1981 appropriations of between 4 percent and 6 percent. Given the inflation rate, this represents a reduction in support for public higher education.

Institutional Authorization, Program Approval and Governance

The Board of Regents is charged with the approval authority for all public sector and a portion of independent sector requests for new and expanded degree authority for 115 institutions of higher education in Massachusetts. The review and monitoring of existing programs are also functions of the academic affairs staff. In addition, the board has been granted the statutory authority to consolidate, discontinue or transfer divisions, schools, stations, colleges, branches or institutions. Such authority in a single governance board for education is unprecedented in Massachusetts.

Collective Bargaining

The Board of Regents is the statutory employer of all administrators, faculty and staff in the system and is in the process of coordinating the 23 separately negotiated collective bargaining agreements currently in force. In line with its mandate to collect, analyze and disseminate information on higher education, the planning and research staff has embarked on a major effort to standardize data throughout the system and will be implementing a computerized program unit record system for all public higher education. The regents are also coordinators of Higher Education General Information Survey (HEGIS) information collection and analysis.

Standard Data System

Student Aid

The state scholarship program is another responsibility of the Board of Regents. In 1980-81, 27,625 students (out of 98,500 applicants) were awarded $14[illegible] million in general scholarship aid, plus $2.6 million in special scholarship aid.

Federal Programs

The board is also responsible for proposals and pilot projects in continuing education under Title I of the federal Higher Education Act, the joint policy on occupational education and for postsecondary vocational education grants from the federal government.

Technology Manpower

Although there are numerous concerns surrounding the transition in Massachusetts higher education governance, other issues have continued to receive board attention. One critical issue in Massachusetts is the shortage of trained personnel for the burgeoning high technology industry in this state. Board staff has initiated statewide developmental activities to coordinate, expand and modify skill training and career programs among industry, government and education agencies and institutions.

Boston Needs Study

One of the board's first major undertakings was to continue a previous study of the education needs of the students of the city of Boston. The Boston task force of the regents has held several public hearings, assessed reaction and developed preliminary findings designed to realign the five Boston public higher education institutions to improve service to students and the city.

Enrollment

In fall 1980 Massachusetts institutions of higher education enrolled 351,585 classified and 65,153 unclassified students for a total enrollment of 416,738. Of this total 56 percent were enrolled in independent institutions and 44 percent in the public institutions. Among undergraduate students, 53 percent were enrolled in independent institutions and 48 percent in public institutions, while 75 percent of all graduate students were enrolled in independent and 25 percent in public institutions.

MICHIGAN

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Economic Crisis and Appropriations Restrictions

1980-81 has been a period of considerable concern in Michigan postsecondary education. The Michigan economy continued its decline during this period with unemployment reaching as high as 20 percent in some cities. This situation has led to substantial restrictions in public higher education appropriations over the last several years. Between 1979-80 and 1981-82, for example, public four-year college aggregate state general fund expenditures rose only about 6 percent. Public two-year community college aggregate state general fund outlays rose less than 1 percent over this same period. Over these years, inflation alone, on the other hand, has risen at an estimated 39 percent. Given these circumstances, Michigan postsecondary schools have been forced to rethink their priorities, mission and program offerings. Many schools are cutting back on enrollments and programs at the very time that the nature of the economy brings more prospective students to their doors.

Property Tax Proposals

On a related front, there has been considerable citizen concern regarding property tax levels. Five different property tax relief ballot proposals have recently been presented to Michigan voters. While each has been defeated, the level of concern remains high and legislative action appears imminent. Reduction in state revenues through such anticipated property tax relief

would doubtlessly lead to further restriction in the resources available to Michigan's public postsecondary institutions.

Management Service Area Funding Loss

In conjunction with the revenue squeeze being experienced, the Michigan Department of Education has also recently lost funding for the support of its higher education management service area. This unit was responsible for statewide efforts to coordinate postsecondary education activities in Michigan and for the preparation of many of the special studies and reports detailed in other years. While some funding for this unit has again been approved for the 1981-82 fiscal year, its long-range future is somewhat uncertain at this point. At the present time, plans are being made to help insure that the various statutory responsibilities of the unit are carried on in as complete a manner as possible.

Reduced Student Aid

Limited resources have also led to unprecedented shortfalls in various state-funded student assistance programs. A variety of individual student stipend cuts have been necessitated in both 1980-81 and 1981-82 to keep awards within authorized appropriation levels.

MINNESOTA

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Budget Crisis

The major issue facing postsecondary education and all state government during the year was the budget crisis. First indications of the problem surfaced in early fiscal year 1981 when a deficit in the state budget was announced. In response to the problem, the administration imposed a $195 million budget reduction plan. As part of the plan, state appropriations to the University of Minnesota were cut $14.1 million, the State University System's budget was reduced by approximately $4 million, the Community College System appropriations by $2.6 million, and reductions for area vocational-technical institutes (AVTIs) totaled about $5 million. The Coordinating Board's budget was cut by almost $11 million. Among measures taken by the collegiate systems to cope with the reductions were tuition surcharges for winter and spring quarter. Another step taken to help balance the state budget later in the year was a freeze restricting state hiring, procurement and expenditures from the general fund. The state was expected to end the 1981 fiscal year with a $150 million deficit.

Budget Reductions

Tuition Surcharges

Governor's Budget

After the governor proposed a tight biennial budget in January 1981, the state fiscal picture became worse. The governor delivered a revised budget message April 15 in which he acknowledged that his $8.7 billion budget would not balance. He proposed tax increases of $460 million for 1982-83 and spending cuts of $140 million, including a 3 percent across-the-board cut in all state spending.

Appropriations

The 1981 legislature then approved an omnibus higher education appropriations bill that was within the governor's revised spending limits, and the governor signed it. The bill appropriates $856.8 million for the 1982-83 biennium from the state general fund to the Department of Education, the Coordinating Board, the State University System, the Community College System, the University of Minnesota and Mayo Medical School. Appropri-

ations totaling $207 million to fund the state's area vocational-technical institutes were contained in a $2.25 billion school aid bill.

Student Aid Reductions

One of the major areas affected by the financial constraints is the state's financial aid programs. The omnibus appropriations bill included $27.7 million per year for the scholarship and grant program, $1 million below the Coordinating Board's request. This means a reduction in the size of awards and results in awards being made to a smaller proportion of applicants than in the past. The board expects to receive almost 75,000 applications for the 1981-82 school year. The bill provides that the proportion of funds flowing to students attending private institutions is not to exceed a figure that is approximately 50 percent of the total amount of money available, eases the requirement that the maximum award go to $1,400 and says the maximum may go up to this amount. The appropriations bill also (1) reduces funding for the state's private college contract program by about $6 million below the governor's recommendation; (2) phases out the medical and osteopathy loan program administered by the Coordinating Board and four regional centers; and (3) continues the optometry and osteopathy contracting program but at a reduced level — from 23 new students per year to 8 students per year.

Other Reductions

Supplemental Funds Veto and Approval

After passing the appropriations bill, the legislature approved a supplemental spending bill that contained an additional $5.5 million for the biennium for scholarships and grants and $3.5 million for private college contracts. However, the governor vetoed this bill as well as the major tax bill containing many of the tax increases he had proposed. At a special legislative session held in early June a new tax bill was passed and a supplemental spending bill was adopted. It contained an additional $4,125,000 for scholarships and grants and $2,625,000 for private college contracts.

Student Loans Bonding Authority

While facing funding constraints in the grant programs, the legislature did approve a bill that increases the bonding authority for the state student loan program to $550 million and gives the Coordinating Board standby authority to establish a loan program for parents. The increased bonding authority was needed to meet the growing demand for loans. The number of new loans increased from 21,700 with a dollar value of $38.6 million in fiscal year 1979 to 28,856 with a value of $51.5 million in 1980. Through March 1981 the board had issued approximately 41,000 loans totaling almost $80 million. To finance the program the board conducted a bond sale of $55 million in June 1980 and of $50 million in January 1981. A sale of $80 million is planned for summer 1981. A status report on financial aid issued by the board during the year reported that more than 65,000 students received $90 million in state assistance during fiscal year 1980. Of the total, $37 million was appropriated by the legislature and $53 million was financed by revenue bonds at no cost to the state. The board is preparing a policy paper on the long-range needs of financial aid in the state.

Student Aid Study

Capital Bonds

The 1981 legislature approved a bonding bill authorizing $54.5 million for postsecondary education construction projects, including $14.1 million to the State Board of Education for construction projects at 17 AVTIs, $1.6 million for projects at 3 state universities, $620,000 for community colleges and $38.1 million to the University of Minnesota. The two largest university items are $16,284,000 for the construction of two buildings to serve the needs of the Humphrey Institute and the college of business administration and $17.3 million for construction of an agronomy and plant genetics, plant pathology and soil science building on the St. Paul campus. However, in light

of bond market conditions and the state's fiscal situation, it was uncertain in early summer how soon bonds could be sold to finance the projects. In addition, the legislature authorized the sale of $190 million state bonds and loan of the proceeds of the sale to the University of Minnesota to finance a project to rebuild and remodel its hospital facilities.

Proposed Changes of Coordinating Board

As part of his revised budget message, the governor proposed that the 11-member Coordinating Board be abolished and its financial aid functions transferred to the Department of Administration. Legislators opposed the proposal and included language in the appropriations bill stating that none of the personnel, powers or duties of the board are to be transferred to any other department, higher education system or other part of state government. A bill to implement the governor's recommendation was introduced late in the 1981 session but no hearings were held. The situation in the early 1980s is expected to differ from that of the 1970s, which was characterized by large enrollment increases, an expansion in the number and variety of opportunities, generous funding of institutions and programs and a dramatic growth in student financial aid. These trends are outlined in a new publication, *Trends and Conditions in Minnesota Post-Secondary Education.* The publication is part of the board's effort to evaluate the status or postsecondary goals.

Trends Report

Enrollment

Current enrollment phenomenon and future projections and their implications continued to be a major issue underlying most postsecondary education developments. Although enrollments in fall 1980 exceeded expectations, analysis of this phenomenon concluded that the increase was short term and did not alter long-term projections for a substantial decline. Total headcount enrollments in fall 1980 increased by 9,765 students, or 4.8 percent over fall 1979. Enrollments totaled 211,642 compared to 201,877 last year. Total enrollments in public institutions in fall 1980 increased from 156,346 to 165,560, or 5.9 percent. Enrollments in private institutions grew by 1.2 percent, from 45,531 to 46,082. The Coordinating Board's analysis revealed that almost 75 percent of the enrollment growth in public postsecondary education between fall 1979 and fall 1980 occurred among undergraduate students with advanced standing or graduate and professional students. Meanwhile, new projections by the board staff in early 1981 show public enrollments by 1996-97 decreasing by 24 and 28 percent below 1980-81 levels.

Enrollment Growth Funds

A major feature of the omnibus appropriations bill was assistance to help the State University System and the Community College System cope with unexpected enrollment growth. The bill provides a biennial total of $3,252,600 to the State University System for partial support of temporary increases in enrollment. Since 1977 the system has funded enrollment above the 1977 level from tuition income only, under the assumption that the enrollment increase would be temporary. The community college system received $1,723,800 for the biennium for increases in enrollments.

Cooperative Enrollment Study

The Coordinating Board is participating in a five-state project to study enrollment patterns at public colleges and universities. The project is supported by a grant from the Ford Foundation and is being coordinated by the National Center for Higher Education Management Systems. Other participating states are Connecticut, Iowa, New Jersey and Virginia. The two-year project is intended to produce planning information that will help states cope with enrollment declines during the rest of the century. In addition, the board has received a Ford Foundation grant for partial support

of a three-part project to help the state plan for anticipated enrollment declines. The three project components are a review of goals for Minnesota postsecondary education, the establishment of a task force on the future funding of postsecondary education and a study to make recommendations on alternative careers for surplus faculty members.

New Two-year College/Voc-Tech Board

The Coordinating Board recommended that the governor support, and the legislature create, a new state board with responsibility for governing community colleges, area vocational-technical institutes and the technical colleges of the University of Minnesota. Under the board's recommendation, the current responsibilities of the State Board for Vocational Education and the State Board for Community Colleges would be phased out. The 1979 legislature directed the Coordinating Board to conduct a study and make recommendations on the community college system to the 1981 legislature. The 1980 legislature assigned the board to conduct a similar study on the AVTIs. A bill to implement the board's recommendation was introduced in the 1981 legislature and hearings began and are expected to continue prior to the start of the 1982 session. Under the board's recommendation, the new state board would be responsible for governing technical institutes, technical colleges and comprehensive colleges with vocational and academic transfer programs. It would also govern noncomprehensive community colleges offering only academic programs and postsecondary centers offering postsecondary education opportunities that are either vocational or academic in nature but that do not constitute a full-scale college or institute. The new board would have the authority, with legislative approval, to create any of the types of institutions, to change the status of an existing institution to another type and to be responsible for maintaining the distinctiveness of the vocational mission from the academic mission.

Voc-Tech Degree Approval

Legislation was adopted in 1981 setting conditions on the awarding of associate degrees by area vocational-technical institutes. The law states that the State Board for Vocational Education may approve, disapprove or modify a plan for awarding associate degrees at an AVTI. The board is to approve a plan only when an associate degree is required by a licensing authority and is offered in cooperation with a collegiate institution. The board may approve an AVTI plan for awarding an associate degree that is not offered in cooperation with a collegiate institution only if cooperation is not practicable. All associate degree plans approved by the State Board are to be presented to the Coordinating Board, pursuant to the Coordinating Board's program review authority. The legislation resulted from a study by the board that recommended a series of guidelines for awarding the associate degree and said that the state's governing boards should apply these guidelines to the associate degrees awarded by institutions under their jurisdiction. Further, the board recommended that the AVTIs not expand their mission in the state by expanding their general and liberal education courses in order to offer associate degrees, but rather the AVTIs should offer degrees only through cooperative efforts with collegiate institutions that offer the general education components as provided under the guidelines.

Nursing Education

The Coordinating Board recommended that the four public postsecondary education systems, along with interested private schools, develop a coordinated nursing education system to serve nurses and potential nurses in all regions of the state. The board also recommended that additional funding for nursing education programs should be contingent upon the postsecondary systems cooperatively developing and submitting a plan for the coordinated nursing education system by April 1, 1981. The

recommendations were based on a staff study analyzing potential roles postsecondary education can assume to help solve the problem of too few nurses willing to practice in selected settings, especially institutional settings, providing around-the-clock care. The study concluded that changes in nursing education that allow nurses to transfer credits from one program to another are needed to help alleviate the shortage of practicing nurses.

Nursing Education Task Force on Articulation

In response to the Coordinating Board recommendations, an articulation task force was created by the institutions that issued a report in the spring of 1981. The articulation committee is to continue its work in the coming year. The 1981 legislature included language in the appropriations bill stating that the task force shall submit a report to the Coordinating Board by January 1, 1982, to include documentation of the changes in the curricula that existing nursing education programs will implement before January 1, 1983; a documentation of changes in the transfer policies and policies for advanced placement of licensed nurses that each institution will implement before January 1, 1983; and a set of specific alternatives for providing education opportunities for licensed nurses in all areas of the state that could be implemented on or before July 1, 1983. The appropriations bill also contains language stating that no additional funding for nursing programs in the collegiate systems for fiscal year 1983 is to be available until the Coordinating Board has presented its recommendations to the legislative funding committees.

Task Force on Nursing Manpower

During the year the governor appointed 18 members to a statewide task force representing nursing and other health care providers. As part of its nursing study, the Coordinating Board had recommended that the governor establish a task force to review means of improving the use of current nursing resources, the retention of practicing nurses and the attractiveness of nursing as a career. Also the board favorably reviewed, and the 1981 legislature funded, a bachelor of arts in nursing program at Metropolitan State University. The program, an example of the coordinated nursing education program recommended in the study, will provide an upper-division nursing major with liberal arts emphasis for licensed registered nurses who desire to expand their scope of knowledge and practice.

New Nursing Degree Program

Part-time and Returning Students

A study describing the status of programming, coordination and financial arrangements for part-time and returning students was completed by the Coordinating Board staff. Recommendations based on the study were to be considered by the board during the summer. The study represents the first long-range investigation of the state's goals and policies for serving these students in postsecondary institutions. The study is organized around the following issues: What programs should be available to part-time and returning students? What forms of credit or recognition should be given to participants? How should responsibility be shared and monitored within the postsecondary sector? How should the board's financial aid programs respond to changing patterns of enrollment? How should instruction for part-time and returning students be funded?

Minority Students

The Coordinating Board adopted a series of recommendations aimed at enhancing the success of Latinos and Hispanics and other minority students in postsecondary education. The 1979 legislature had directed the board to study conditions affecting participation of Latino/Hispanic students and to conduct outreach efforts with their communities in cooperation with the Council for Spanish Speaking Affairs. The recommendations are intended to enhance career planning, expand the availability of data and research,

develop more effective support services, meet financial aid needs and continue board liaison activities with Hispanic and other minority communities. The study found "that despite the genuine efforts of the state, the institutions of postsecondary education and the community leaders, we are not fully realizing our stated objectives for the success of minorities in postsecondary education." To implement the outreach portion of the mandate, staff initiated an experiment in which Hispanics were trained as peer counselors and a team of high school students was trained to supplement the high school counselors' roles using junior, senior and postsecondary students.

Outreach Experiment

Minnesota colleges and universities have the capacity to produce hundreds more teachers than are needed, and they should not use more faculty for teacher preparation programs until the statewide demand exceeds the current capacity to produce graduates, the Coordinating Board recommended. Although colleges and universities reduced the number of faculty in teacher education programs by 17.3 percent between 1973 and 1978, they still had excess capacity in these programs by 1977-78, according to the staff study. This was due to a dramatic decline in teacher education program enrollments as school systems had less need for new teachers. The teacher education study was a follow-up to a 1977 staff study of the supply and demand for new baccalaureate education graduates in the state and a series of 1978 board recommendations.

Teacher Education

The Coordinating Board supported, and the legislature funded, the development of a statewide cooperative training program to prepare teachers of children with hearing impairments, visual handicaps and deaf-blind disabilities. A board staff report found that the state will need 24 to 73 additional teachers of children with hearing impairments per year and 8 additional teachers for children with visual handicaps by 1980 to meet the state needs. Based on these findings, the board recommended that the University of Minnesota assume responsibility for meeting the needs for these teachers and that the university develop a cooperative agreement with other institutions. The 1981 legislature endorsed the concept and appropriated $62,500 per year for the biennium to the university for the program. The appropriation is to be available only if it is matched by an equal amount of money from the federal government, private sources or the reallocation of existing funds from the budgets of the university and state universities.

Teachers for Handicapped

The Coordinating Board reaffirmed its support for a state-level tuition policy and recommended its adoption by the governor and legislature. Under the proposal, tuition prices should be related to the cost of education provided, and students should pay an equal percentage of instruction costs — 25 to 30 percent — whether they attend a community college, state university, University of Minnesota or AVTI. Now, tuition and the costs of education are shared by students and the state. However, the portion of costs paid by students varies from system to system and year to year. Based on funding decisions by the 1981 legislature, tuition is expected to increase 10 percent per year in each of the next two fiscal years in the three collegiate systems and 12 percent per year in the area vocational-technical institutes.

Tuition Policy and Increases

The issue of faculty pay again was one of the major items considered in 1981. The University of Minnesota made faculty pay raises its top legislative priority and asked for a 31 percent increase for the 1982-83 biennium. However, the legislature did not include salary increase percentages for academic employees in its funding bills. Instead, the legislature said that pay

Faculty Salaries

raises for university faculty are to be equal to the average of increases given to community college and state university faculty through their collective bargaining agreements. Negotiations had not been completed when the legislature adjourned in May.

Faculty Salary Study

A Coordinating Board study of faculty characteristics and compensation trends for unclassified or professional employees in Minnesota public and private postsecondary institutions was completed. The study, assigned by the 1979 legislature, contains information based on a survey of approximately 12,000 faculty and administrators. The study found that average compensation, adjusted for inflation, for instructional faculty in all four of Minnesota's postsecondary systems declined between 1970-71 and 1979-80. The smallest compensation decline in constant dollars was 5 percent in the State University System and the largest decline was 16 percent for faculty employed in the private colleges and universities. Average compensation fell by 7 percent at the University of Minnesota and 8 percent for community college faculty.

Future Funding Task Force

The task force on future funding began work during the year and discussed policies in Minnesota and other states. The task force was established by the Coordinating Board to assess existing policies, review alternatives and make recommendations. Membership includes the key participants in funding postsecondary education and includes three citizen members.

MISSISSIPPI

Board of Trustees of State Institutions of Higher Learning
P.O. Box 2336
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E. E. Thrash, Executive Secretary and Director

Appropriations

Mississippi's legislature faced during the 1981 session tighter revenues and overall increased requests for state funds. However, the legislature again illustrated its support of the state's higher education needs by increasing general support funds for the state-supported universities. General support funds for fiscal year 1981-82 totaled $139,842,885, an increase of 13.78 percent over fiscal year 1980-81 general support appropriations. Additional appropriations were made for the schools at the University of Mississippi medical center and for individual programs and agencies under the jurisdiction of the Board of Trustees. Appropriations for the medical center totaled $47,172,023, and agriculture-related agencies and the college of veterinary medicine at Mississippi State University received appropriations totaling $31,784,964. A total of $230,525,832, a 16.38 percent increase over the total 1980-81 appropriation, was provided by the legislature to support higher education and research in Mississippi's state-supported universities and research agencies governed by the board.

Faculty Salary Catch-up

Faculty salary catch-up remained one of the priorities in higher education funding. Faculty salary catch-up was for the second year included in the general support appropriation, receiving an appropriation of $1,436,981 for 1981-82. The institutions received a special legislative appropriation in the

Libraries

amount of $2,635,000 for the upgrading of the institutional libraries. This special appropriation is part of a continuing effort by the board and the legislature to improve the universities' libraries.

Capital Improvements and Needs Study

Over the last decade the universities have received over $250 million for capital improvements and repair and renovation on the campuses. The critical need in the immediate years ahead will be substantial funding for repair and renovation of present facilities rather than construction of new buildings. In light of the change in direction of future needs, the Board of Trustees engaged a Massachusetts-based consulting firm to study the physical facilities needs on the campuses and to make recommendations to the board regarding future physical facilities needs. The consultants prioritized the needs according to safety needs, legal compliance, cost containment, accreditation requirements and energy projects after visiting the campuses and after consulting with the universities' officials.

Management Information

Progress continued in fiscal year 1980-81 on the implementation of the management information system for the universities and the Medical Center. An appropriation of $1,209,784 was made by the 1981 legislature to insure full implementation of the system by July 1, 1983. One of the Board of Trustees' priorities is the review of existing academic programs at the universities. The board initiated a review of all these programs and began the review process by requesting that the universities consolidate and/or abolish programs if necessary. The programs remaining after the universities have completed their actions will be reviewed in terms of quality and productivity. The board appointed a special committee of board members to study mission statements of the universities and to bring recommendations to the board concerning future missions of the universities.

Program Review

Missions Study

Student Aid

The Board of Trustees became the guarantee agency for Mississippi for the guaranteed student loan program. The guaranteed student loan program and the state student incentive grant program are administered by the board in conjunction with the Mississippi Post-Secondary Education Financial Assistance Board. In addition to these two above-mentioned loan programs, the graduate and professional degree scholarship program, the nursing aid scholarship program, the Southern Regional Education Board program and scholarships for children of POWs/MIAs and for children of firemen and policemen who died in the line of duty were also funded by the legislature. The public management graduate intern program was initiated in 1980 to afford students in the fields of public policy, public management and criminal justice an opportunity to gain first-hand experience in state and federal agencies within the state. The program received an appropriation from the legislature during the 1981 session to continue training these students. The first internships were begun in the 1980 fall semester.

Enrollment

Headcount enrollment at the state-supported universities in Mississippi for fall 1980 totaled 48,333. Attending classes at the degree-granting off-campus centers, resident centers and extension classes were 4,973 students. The board has sought through the off-campus classes to make higher education available to all Mississippians who wish to further their education yet at the same time not to diminish the strength and effectiveness of the main campuses. Women were again in the majority on the campuses in the state with 25,241 females enrolled at the universities and 23,092 males enrolled.

MISSOURI

Department of Higher Education
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Stanley Z. Koplik, Commissioner of Higher Education

Budget Problems and Cutbacks

The overriding development during 1980-81 in Missouri has been state budgetary stringency. Constitutionally, Missouri must operate within a balanced budget. A sluggish economy has slowed state income to such an extent that general revenue cannot support planned and appropriated budgetary expenditures. Thus, it was necessary for the governor to order mid-year budgetary cutbacks in fiscal year 1981, to veto appropriated amounts for fiscal 1982 and to order further 1982 cutbacks. The fiscal 1981 cuts resulted in a 3 percent reduction of the original 1981 appropriations for all four-year colleges and universities. All other state agencies, including the Department of Higher Education, were ordered to reduce spending levels by 10 percent. Junior colleges were excluded from the 1981 budget reduction orders.

Appropriations Reductions

For fiscal year 1982, appropriations to the colleges and universities were reduced by approximately $4.6 million by gubernatorial vetoes. In addition, 10 percent of the final appropriated amounts were withheld from all state agencies, including all colleges and universities. That 10 percent withholding may, in total or part, be subsequently released by the governor should the state's financial condition improve. However, current estimates indicate continued depression of revenue receipts.

Reduced Student Aid

The rollbacks have forced reduction in dollars available for Missouri student grants in both fiscal 1981 and 1982. The state cutbacks, together with developments at the federal level, have created new dimensions to the enrollment crunch expected for the 1980s. The fiscal picture is further complicated by a November 1980 constitutional amendment (Hancock Amendment) that mandates popular vote to authorize all increases in tax rates. The full impact of that amendment is now known and interpretation of specifics is currently a matter of court attention.

Student Loans

The Missouri guaranteed student loan program launched in 1979, has exceeded all expectations in terms of volume. In 1980-81 about $92 million in loans were guaranteed.

Off-campus and Nontraditional Analyses

Considerable attention has been devoted to off-campus and nontraditional instruction and to related matters. Off-campus instruction has received a considerable impetus as a mechanism to facilitate delivery of education to all parts of the state and to tap new sources of enrollment. However, the impetus has raised concerns about quality and duplication. The Department of Higher Education analyzed off-campus offerings over the past three years and distributed that information to the institutions to assist in their efforts to control course duplication. Institutional self-studies to evaluate off-campus course offerings have been initiated by regional off-campus education coordinating councils that were created under the jurisdiction of the department.

Associate Degree/ Vocational Education Study

A task force composed of representatives from secondary and postsecondary education, institutions, regional planning agencies and other offices of state government have begun a comprehensive study of issues surrounding the

delivery of associate level and vocational education programs. The goal of that effort is to develop a plan for future delivery of such programs statewide. A statewide committee of public and private institution administrators assisted the department in developing criteria for the review of nontraditional degree programs. Those criteria are now in effect whether program delivery is on- or off-campus.

Nontraditional Program Review

Regional matters have also received attention. The off-campus education coordinating councils are regional efforts. In addition, the Department of Higher Education has initiated a project designed to provide access to postsecondary education to citizens in the Bootheel area of Missouri. Systematic reviews of fine arts and art programs were also conducted both for the Kansas City and St. Louis regions. An effort is currently being launched to redefine the relationship of the private sector of higher education to coordination in Missouri. That effort is anticipated as one of considerable import over the coming months.

Regional Programs

Other Studies

MONTANA

Board of Regents of Higher Education
33 South Last Chance Gulch
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John A. Richardson, Commissioner of Higher Education

Two joint studies between the legislature and the Montana University System resulted in a change in the basis for funding the units of the system and the community colleges. Based upon information from several sets of peer institutions, analyses portrayed distinctions in funding levels. In the case of the University System, increased funding resulted in a number of program areas. In the case of the community colleges, a new funding mechanism was established based on average costs and estimated enrollments with the state participation rate set at 53 percent of the amounts generated by the formula. A significant redistribution of funding sources occurred. The legislature did recognize the so-called market factor and other difficulties in attracting and retaining faculty in a variety of disciplines and provided funding for "critical area adjustments."

Funding Base Studies and Changes

The legislature provided funding for participation in a computerized library resource sharing system that will be coordinated with the state library, private colleges and public libraries in the state. The Montana University System was awarded one of five grants under the National Science Foundation experimental program to stimulate competitive research. The award, in the amount of $2,335,000, is a cooperative venture among university system units and is known within the state as "Montana's on a New Track for Science" (MONTS).

Computerized Library System

Science Grant

NEBRASKA

Coordinating Commission for Postsecondary Education
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William S. Fuller, Executive Director

The 1981 session of the 87th legislature considered several pieces of legislation that bear on Nebraska postsecondary education. One measure

Regional Veterinary College

became an issue of statewide concern as it authorized the planning of a regional college of veterinary medicine. At issue was the question of need for such a college, the expense to the state and the availability of federal funding to partially finance the regional school. The legislation, in the end, was passed and signed by the governor and funds were appropriated to finance the initial planning for the college.

Facilities Study

The commission completed its study, *Nebraska Public Postsecondary Education Facilities: The Amount, Use, and Condition of Building Space on the Campuses of the Nebraska State Colleges and the University of Nebraska.* A follow-up study will be done by the commission in the coming year on space utilization on the campuses of the public colleges and universities and will be financed by a $50,000 legislative appropriation.

Reduced Federal Funding Impact

A recurrent issue throughout the year has been one related to the impact that reductions in federal spending will have on postsecondary education students and institutions. In addition, the state income tax is tied to the federal income tax liability. Thus, a reduction in the federal income tax will affect the revenue available to the state to finance state operations, including funding available for state appropriations for postsecondary education.

Student Loans

This has been the first full year for the Nebraska guaranteed student loan program with the Higher Education Assistance Foundation acting as the state guarantee. The program has exceeded all expectations in terms of the number of loan recipients and the dollar volume loaned and guaranteed (24,000 loans and $58 million guaranteed).

New Private College

In June 1981 the commission approved its first petition to establish a new private college or university in Nebraska. This authority was granted to the commission in 1979 by the state legislature. The petition was to establish the Bishop Clarkson Memorial Hospital College of Nursing, which will offer the bachelor of science in nursing degree with instruction provided by faculties of both the new college and Bellevue College, a private four-year regionally accredited college. The curriculum builds on the existing hospital-based 33-month diploma nursing program currently offered by the Bishop Clarkson Memorial Hospital School of Nursing. At issue was the subject of nursing education in the preparation of nurses for entry-level positions as well as the functional and structural relationship between two cooperating institutions working together on a baccalaureate degree program.

Commission Study and Changes

Legislation was introduced to abolish the Coordinating Commission for Postsecondary Education and to either terminate certain commission activities or transfer the responsibility for those activities to the Nebraska Department of Education. The bill was held by the education committee, but an interim study resolution was passed by the legislature to study the accomplishments, role and function of the commission as it relates to Nebraska postsecondary education.

Student Aid Court Suit

The Nebraska Supreme Court is expected to hear the suit involving the constitutionality of the state scholarship program in September 1981. The constitutionality of this program was challenged following the passage of the 1978 legislation creating the program. Since grants could be made to students enrolling in private colleges and universities, and half the grant amount could come from a state general fund appropriation, the issue of state involvement with private higher education, prohibited by the state constitution, caused the State Attorney General to rule the program

unconstitutional. A similar test may occur from legislation passed in 1981 that created the Nebraska Educational Facilities Authority to which private colleges and universities may belong.

Defeated Legislation

Three issues were defeated this past legislative session, or indefinitely postponed. They would have provided for the state Educational Television Commission to pursue the development of public radio; allowed the University of Nebraska at Omaha to offer an associate degree in criminal justice (a revision to the role and mission legislation passed by the legislature in 1978), and required that the University of Nebraska football players be considered employees of the institution rather than as students.

NEVADA

University of Nevada System
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Robert M. Bersi, Chancellor

Tax Proposal Defeated

Legislative activities provided the most noteworthy impact on higher education in Nevada during 1980-81. Heavy lobbying by the governor and various legislators brought about the defeat of "Question 6" (the Nevada version of California's Proposition 13) last September. The governor then sent to the legislature a proposal to shift the tax burden from property to sales. The legislature agreed and estimated that revenues would fall short of the last fiscal year, therefore budget cuts of 10 percent were recommended for the University System as well as other agencies. Additionally, the legislature mandated a 22:1 student-faculty ratio at the universities with 26:1 at the community colleges. Finally, the legislature appropriated the 1982-83 professional salary increase not to the University System, but to the interim finance committee, to be allocated to the system only upon receipt of an acceptable faculty workload study and upon the establishment of a 12-hour load (4 average classes) policy on all campuses. The legislature also recommended fee increases as well as an increase in out-of-state tuition, which the regents approved.

Tax Revenues Changes

Budget Cuts, Salaries, Tuition, Faculty

Enrollment

Enrollments continued to grow with the total system full-time equated tally increasing by over 10 percent. Whereas last year's report elaborated on university growth, this year the growth was generally universal with the community colleges reviving and showing good strength in increased credit production. Thus, the apprehension that the ultimate pool of college students was limited and that an increase in one sector would mean a corresponding decrease in another seems to have been allayed. Knowing of this growth pattern, the legislature moved to accommodate the additional students with fewer faculty by legislating larger class size.

NEW HAMPSHIRE

Postsecondary Education Commission
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James A. Busselle, Executive Director

Student Aid

Applications for the New Hampshire incentive program increased by 15 percent in 1980-81 over 1979-80. A law passed in 1981 permits the grant

program to become reciprocal with other states and the commission plans to initiate reciprocity starting in the 1982-83 academic year.

The commission continues to administer the New Hampshire medical, veterinary and optometric capitation and tuition loan programs. Lending under the guaranteed student loan program increased from $13,389,517 in fiscal year 1980 to $25 million in 1981. Also in 1981, as a result of the sunset process, the commission assumed responsibility for administering the New Hampshire nursing scholarship program and the war orphans scholarship program.

Regional Data Collection

The Postsecondary Education Commission continues to participate in the joint project with the Maine and Vermont 1202 commissions, the New England Board of Higher Education and the National Center for Education Statistics. The project has initiated a system that enhances the effectiveness and efficiency of the Higher Education General Information Survey (HEGIS) through the development of a decentralized regional collection, processing and reporting system on an interstate cooperative basis.

Educational Information Center

The commission's educational information centers (EIC) program is now in its third year of operation. It consists of the New Hampshire learning line, a statewide toll-free WATS line providing information and referral services, and five educational information centers strategically located throughout the state providing individualized counseling and guidance. The EIC program serves approximately 10,000 New Hampshire residents each year. As a result of recent federal cuts the commission is seeking alternative sources of funding for the learning line.

NEW JERSEY

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T. Edward Hollander, Chancellor

Master Plan

Planning for education in a changing technological society is a dominant theme of *The 1981 Statewide Plan for Higher Education* in New Jersey, adopted by the Board of Higher Education (BHE) in April 1981. The plan provides a framework for both state and institutional planning. The Department of Higher Education, in consultation with colleges and universities, is currently developing strategies for the implementation of selected goals of the plan. Although the plan was not adopted until late in the academic year, various activities mandated by the plan have been carried out. For example, as academic quality for all colleges is of primary importance, the department has developed a systemwide freshman profile, or academic index, for all public four-year institutions based on SAT and high school data. The index provides a basis for monitoring the academic quality of individual colleges' future cohorts of full-time first-time freshmen. In addition, during the implementation of the statewide plan many programs will also receive high priority. These include the development of new master's degree programs at New Jersey state colleges, customized training and career education programs at the community colleges, the encouragement of computer literacy programs, expansion of a graduate fellowship program and the development of new funding formulas for community colleges with an emphasis on technical programs.

Academic Quality

Plan Implementation

Student Aid Reductions and New Controls and Policies

In the tuition aid grant and scholarship programs, 1981 spring term tuition aid grant (TAG) awards were reduced by 20 percent to keep program expenditures within the current level of appropriation. During the past year, certain management controls were instituted, with the approval of the Board of Higher Education and the legislature, to insure the efficient operation of these programs. Among these controls were the establishment of student application deadlines and institutional reporting requirements. Also established was the calculation of independent student eligibility on "base year" income to enable verification of student income data and the reduction of the independent student living allowance, providing greater parity between the levels of TAG awards for independent and dependent students. These changes will reduce the percentage of students eligible to receive the maximum award, previously over 60 percent, and stabilize the growth in the number of TAG recipients by not extending eligibility to students who would not have been eligible in previous years.

In addition, an application deadline date of October 1, 1981, was established that gives preference to students who apply for financial aid before that date in the event that funds are not available to meet the needs of all eligible applicants. Also, guidelines for the distribution of TAG awards under less than a full appropriation were developed making possible firm commitments to students based on the current projected number of eligible students and the TAG budgeted figure. A major positive effect of this approach is that the grants of students in the lowest estimated family contribution level will not be reduced by more than $50.

Experimental Funding Formula

In response to the need to have the appropriation process for institutions reflect not only enrollments, as many budget models do, but also programmatic areas, the fiscal year 1982 budget recommendations incorporated some refinements in the instruction formula for one of the state colleges on an experimental basis. The refinements address the issue of economics of scale, the components of which incorporate the concept of a core faculty requirement at a given level of full-time equivalent student enrollment. From this core, funding support would be adjusted upward or downward using incremental steps of a fixed number of full-time equivalent students. Upon evaluation, this approach may be extended to other senior public "formula" institutions in fiscal 1983.

Regional Enrollment Study

The impact that the anticipated decline in enrollment will have on programmatic and fiscal planning in this decade will be significant. During the past year the department received an award of $15,000 from the Ford Foundation, through the National Center for Higher Education Management Systems (NCHEMS), as part of a multistate grant to refine higher education enrollment projections. Department staff, in conjunction with NCHEMS staff and representatives from the other states, have begun the design and data collection phases of the project. The outcome of the two-year grant will be the capability of projecting student enrollments on the basis of characteristics such as age, sex, ethnicity and geographic origin. These projections will enable both the department and the institutions to assess the differential impact of the overall enrollment decline on particular institutions and sectors and to plan enrollment and marketing strategies accordingly.

Institutional Regulation

As part of its statutory responsibility to establish minimum admission and degree-granting standards for all public institutions of higher education, the Board of Higher Education adopted amendments to the admission and

Admission Standards

baccalaureate degree standards at New Jersey state colleges. Among the admission standards amendments was the requirement that all students entering the state colleges in fall 1981 and thereafter present test scores from SAT or ACT examinations and give evidence of having successfully completed a strong college preparatory curriculum in which 14 of the 20 to 24 high school units a student earns must be in college preparatory subjects.

Remedial Standards

Also taking effect in fall 1981 are the baccalaureate degree standards amendment requiring that (1) matriculated freshmen be placed in the appropriate remedial classes in the first semester, (2) students with basic skills deficiencies raise their performance prior to pursuing an academic curriculum in depth, and (3) colleges may not count basic skills courses for credit toward a student's graduation.

Nursing Incentive Program

The department undertook a major nursing incentive program, the purpose of which is to give high priority to the promotion, expansion and support of bachelor of science in nursing programs that demonstrate a commitment to the enrollment, retention and graduation of registered nurses. Among the mechanisms that were put into place and implemented during the past year was the awarding of capitation grants to baccalaureate institutions demonstrating either a steady increase in the enrollment of registered nurses in their degree programs or the development of upper-division curricula that afford maximum transferability of credits for previous nursing education. Also, the program sought to encourage the development of two additional upper-division nursing degree programs, open only to registered nurses. Two colleges were selected to develop and initiate such programs in September 1981.

Program Approval and

In the area of academic affairs, the department sought to streamline the process for the approval of certain proposed new programs. The streamlined process applies only to those programs that may be labeled "routine," that is, those not involving significant matters of policy. The result of such a process is a significant reduction in time between the germination of a programmatic idea at a college and the college's ability to offer the program.

Evaluation

The department also conducted an evaluation of bilingual and English as a second language teacher education and instruction programs in the past year, as well as assisted institutions in carrying out evaluation of their basic skills efforts through the formation of the basic skills council's assessment advisory committee. In addition, the department successfully worked toward

New Two-year College Commissions

establishing community college commissions in two counties in the state that have seen dramatic demographic and economic growth in the past decade. New Jersey now provides community college services to every county in the state. Further, the passing of legislative bill S 219 provides for differential and categorical funding for community college programs, providing an alternative to a strict enrollment-driven model for this sector.

Personnel Retrenchment

The New Jersey Board of Higher Education, which is statutorily authorized to establish personnel policies for public institutions of higher education in the state, adopted procedures for the retrenchment of personnel by the state colleges in the event of a fiscal crisis. The education in force policies, as they are called, became effective in January.

Teacher Education/ Certification Study

In 1977 the legislature authorized the formation of a study commission (the Newman Commission) to conduct a three-year study of teacher education and certification. The commission completed its final report in January. The most important recommendations of the report fall into three general categories — undergraduate programs, graduate programs and certification

and the governance and evaluation of programs. In the area of undergraduate programs, the commission suggested that the state establish minimum admissions standards for undergraduate programs that would take into account cumulative grade point average, basic skills proficiency and teaching performance in a sophomore practicum. In addition, institutions would be required to devise and administer senior-level competency tests upon which recommendations for certification of students would partially be based. It was further recommended that the curricula of teacher education programs be revised significantly to provide a strong general education component, an academic major for all students, a minor in the relevant behavioral and social sciences and field-based study of public school curricula and teaching methodology.

For graduate programs and certification it was recommended that students who successfully complete an approved undergraduate program be granted a temporary initial certificate that would be valid for five years. In order to obtain permanent certification, candidates would have to complete a master's program or its equivalent, as well as two years of successful full-time teaching. The commission's proposals would eliminate the existing "transcript evaluation" route to certification, in which individuals merely collect courses at any number of institutions without completing a coherent program.

Teacher Preparation Evaluation

In the category of governance and evaluation of programs the report suggested that the Departments of Education and Higher Education conduct a joint evaluation over a five-year period of each teacher preparation program in New Jersey. The purpose of the evaluation would be to assess and to determine whether the specific recommendations of the commission have been implemented. Further, it was recommended that the two departments establish a state-level advisory council to review evaluation reports and recommend approval of programs. Finally, the document called for changes in the composition of the State Board of Examiners, which is responsible for establishing requirements for certification, to include representation from the Department of Higher Education, from collegiate schools of education and from the public.

Professional Education Seminar

The Department of Higher Education, in cooperation with the Department of Education, sponsored a seminar to consider certain academic aspects of the Newman Report. The panel consisted of nationally recognized scholars in the field of education as well as sociology and psychology. The primary purpose of the panel was to provide an opportunity for nationally recognized scholars to work toward organizing the knowledge of their fields into a coherent interdisciplinary body of concepts that would adequately complement the professional education program.

NEW MEXICO

Board of Educational Finance
1068 Cerrillos Road
Santa Fe, New Mexico 87503
Donald S. Stuart, Executive Secretary

Compliance Auditing

The 1981 session of the New Mexico legislature asked the Board of Educational Finance to plan for compliance auditing. In other words, when funds are provided for a specific purpose, the board must verify that expenditures are in line with legislative intent. The board will also begin a

expenditures are in line with legislative intent. The board will also begin a program of selective enrollment audits in the fall of 1981.

Funding Formula

Extensive revisions are being studied relative to the funding formula. Several corrections to the formula will be made as well as improvements directed toward providing for equity of funding among the institutions. The

Master Plan

statewide master planning effort continues and will be completed prior to the 1982 legislative session.

NEW YORK

Board of Regents, University of the State of New York
State Education Department
Albany, New York 12224
Alvin P. Lierheimer, Acting Deputy Commissioner

Enrollment

Despite demographic patterns showing a decline in the traditional college-age population, New York's colleges and universities have continued to have an increase in enrollment. Total enrollment in New York State grew by more than 20,000 students to a total of 972,132 for fall 1980. Full-time enrollment at the State University of New York (SUNY) increased by 4.3 percent over the previous year and enrollments grew by 4 percent at the independent colleges. The City University of New York (CUNY) showed the most dramatic shifts in enrollments, losing 7.5 percent of its full-time undergraduate enrollment and gaining in part-time enrollment by approximately 7 percent. The New York City region was the only area of the state to show a loss of students with a decline of close to 3 percent of its full-time undergraduate enrollment. The greatest growth has been in the two-year colleges including the SUNY community college system and the independent junior colleges.

Long-range Plan

The Board of Regents has, as required by statute, developed a long-range plan for postsecondary education. The plan sets guidelines for the development of higher education, including public, independent and proprietary sectors. Although the plan is published at four-year intervals, this plan has been written to look further into the future and establishes the goals and objectives to be achieved by 1990. The plan represents a joint enterprise of state government with each of the sectors. Action on the part of the governor is pending.

Appropriations

As a result of rapidly rising costs, state aid has become a vital component of the financing of institutions. For the 1981-82 fiscal year, the executive budget includes a total of $1.962 billion for postsecondary education, an increase of $210 million over the previous year. This aid is directed at both public and independent institutions and also provides direct aid to students. SUNY, a system of 64 colleges, received a 5.5 percent increase in state support in the past year. Included in SUNY's overall budget will be an addition of $24.8 million generated by an increase in tuition. Fees for dormitories have also been increased for a second consecutive year in an effort to make SUNY's dormitories self supporting. For CUNY, this year's budget reflects the phased-in take-over of the senior colleges' budget. At this time, CUNY is funded by student revenue, state funds and city funds. Beginning July 1982 the state will take on New York City's share of the costs relating to the senior colleges. Unlike SUNY, CUNY did not increase tuition this year. CUNY's total budget increased by 11.3 percent in the past

year to a total budget of $394.6 million, of which $261.2 million is the state share and $25.5 million is city funds.

Community Colleges Funding

The community colleges of both SUNY and CUNY will benefit from an enriched funding formula. In addition, funding has been appropriated to encourage courses contracted with industry and businesses that provide occupational training or improve job opportunities. Appropriations for independent institutions for 1981-82 total $107.5 million, an increase of $8.4 million. Most of this aid is based on the number of degrees awarded. The increased funding reflects the annualization of an enrichment-of-award levels authorized by 1979 legislation.

Aid to Private

Student Aid

Approximately 400,000 students received student aid totaling $940.7 million in 1980 through the state's various grant and loan programs. The state's largest grant program is the Tuition Assistance Program (TAP), which distributed $259 million last year to students on the basis of need. The state's loan programs have grown substantially, particularly the guaranteed student loan program, which has increased from 237,000 borrowers in 1978-79 to 325,000 in 1979-80.

Foreign Medical Schools

During 1980 the regents approved a plan to address the problems associated with foreign medical schools. The purpose of the plan is to upgrade the training of Americans studying medicine abroad and to control their re-entry into the state. Foreign institutions that will be approved by the Education Department will be authorized to set up programs at hospitals in New York for clinical years of training. Under the plan, all graduates of foreign medical schools will be required to complete three years of postgraduate training in order to qualify for state licensing.

Education and Business

A major effort is being undertaken in New York State to focus the resources available in colleges and universities toward improving the state's economy. The governor's office and the Board of Regents, together with the departments of commerce and labor, have initiated efforts to coordinate the research and training functions of education institutions as a stimulus for new business and as a support for existing commerce.

Teacher Competency

In an attempt to meet the growing concerns over declining student achievement in New York's elementary and secondary schools, the regents have voted to require testing of all new teachers. The examinations will be followed by a one-year internship under the supervision of a mentor. Under the plan, all public school teachers would be licensed by the state and be subject to periodic review, but teachers at private and parochial schools would be exempt. This effort is a complement to the competency tests required for all students before they can receive a high school diploma. Implementation awaits funding by the legislature.

NORTH CAROLINA

The University of North Carolina
General Administration
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William C. Friday, President

Between July 1, 1980 and June 30, 1981, the University of North Carolina dealt with a number of major issues, problems and activities. The Board of

New Graduate Centers

Governors approved the establishment of a university graduate center at Elizabeth City State University to provide interinstitutional graduate programs in those education specialties most critically needed in the northeastern region of the state. Under the plan, programs will be offered at the center by the University of North Carolina at Chapel Hill, North Carolina State University at Raleigh and East Carolina University. At its June meeting, the board approved the establishment of a similar graduate center at Winston-Salem State University to provide master's programs in those education administrative, management and other specialties most needed in the region.

Microelectronics Center

Plans were developed for the establishment of a microelectronics research and education center in the Research Triangle Park. The center has been established as a separate corporation that will draw on the resources of the University of North Carolina at Chapel Hill, North Carolina Agricultural and Technical State University, North Carolina State University at Raleigh and Duke University.

Desegregation

An administrative hearing in the department of education on the claim that the University of North Carolina is not in compliance with Title VI of the Civil Rights Act began on July 22, 1980. The administrative proceeding, with periodic recesses, continued throughout the year. At the end of June 1981, both parties had signed a proposed consent decree that, if approved by the court, would bring an end to the administrative proceeding and related litigation.

Salary Increases

The Board of Governors have established policies and procedures for the allocation of funds for academic salary increases, which were appropriated by the General Assembly for the 1980-81 fiscal year and which were 15 percent over the 1979-80 base. The board also approved specific allocations to the institutions for program expansion and improvements in current operations. In September the system president held budget review conferences with the chancellors of each of the constituent institutions in preparation for the 1981 legislative session. The Board of Governors approved capital projects, including a cancer research center and an addition to the school of dentistry at the University of North Carolina at Chapel Hill, and an experimental solar and energy conservation house at North Carolina State University at Raleigh.

Budget Reviews and Capital Projects

Aid to Private

The Association of Independent Colleges and Universities recommended to the Board of Governors that state tuition grants for students at private institutions be increased. The legislature subsequently approved an increase of $50 per student for each year of the 1981-83 biennium. The board in November 1980 approved by-laws for the university's center for public television. During the year this new agency continued staffing and planning for capital improvements, public relations, promotion and programming. Also in November, the chairman of the board met with the chairmen of the institutional boards of trustees for a briefing on and discussion of issues of current interest to the university.

Public Television

Freshman Housing

The Board of Governors requested and reviewed a report on freshman student housing and asked the president to look into the question of whether or not it would be desirable to have a university-wide policy that would require all freshman students who were not living at home to live on campus. A report on freshman housing was presented to the board in January 1981 with the president's recommendation that the board continue

to delegate responsibility in this area to the constituent institutions. The chairman subsequently referred the matter to a subcommittee of the board.

Community College Governance Change

Effective January 1, 1981, full authority for the governance of the State Community College System was shifted from the State Board of Education to the State Board of Community Colleges. The new 19-member board is authorized to establish a department of community colleges and to adopt and administer necessary policies, regulations and standards for the establishment and operation of that department. The board also elects the president of the state system, who is the chief administrative officer of the department. Provision is also made for the staff of the department and an advisory council to the board is prescribed. The only function clearly assigned to the board in the interim period from July 1 to December 31, 1980, was to adopt regulations, "but no such regulation shall become effective prior to January 1, 1981." The state board functioned in a planning role during the latter half of 1980, with assumption of full governing authority on January 1, 1981.

Research Institutes and Centers

Also in January, the president of the university issued a revised policy and set of procedures for the planning and development of research institutes and centers. The policy defines such institutes and centers, states their purposes, establishes lines of responsibility, sets forth procedures for planning and establishing such organizations and provides for periodic reporting and review. Later in January, the governor and the advisory budget commission directed the university to submit a list of 191 positions to be deleted from the university's budgets.

Staff Reductions

Extension Instruction Policies

In February, revised policies and procedures were put into effect for planning and conducting degree-related extension instruction activities in the university. This policy defines "extension instruction" and related terms, sets up procedures for offering degree-related courses and extension degree programs, establishes criteria designed to insure the quality of such offerings, sets forth policies for financing degree-related instruction, and provides for interinstitutional arrangements in this area of activity.

Long-range Plan

Also in February, the Board of Governors approved the report *Long-Range Planning, 1980-85.* The plan provides an overview of the current status of higher education in North Carolina, gives a brief survey of the current organization and resources of the three sectors of higher education, describes the general scope and content of the academic programs of the university, defines general policies and priorities in these areas and reflects the results of a dozen special planning studies and program reviews conducted earlier. Approved at the same time was a special report on nursing education. At the same meeting the board adopted an employment policy for university employees exempt from the State Personnel Act that covers appointment, discontinuation of employment, grievance procedures, equal employment opportunity, protected activity and holiday and leave entitlement.

Employment Policies

Federal Budget Cuts Impact

Since early spring 1981, considerable effort has been devoted to assessing the impact of prospective federal budget cuts on student assistance and on virtually every university program. Efforts were made to insure that cuts in student financial aid were made in ways least disruptive to students and institutions and that such cuts be made with plenty of advance notice. Chancellors of the constituent institutions were requested to provide detailed reports on the possible impact of the loss of federal funds on their respective campuses. Contingency planning is continuing in this area.

Teacher Education Programs

In May the board received a report on a review of 500 teacher education programs that had been conducted over approximately the past three years. In accordance with policies established by the board, 63 of these programs had been discontinued and 87 had undergone significant changes and improvements. The board will continue to work closely with the State Board of Education in revising procedures for licensing teachers and in approving teacher education programs in the public and private institutions of the state.

Future Problems

In June 1981 the governor asked all state agencies to join in a program to be known as "North Carolina 2000." The purpose of the program is to identify the principal problems that the state will likely face by the year 2000 and to determine the steps that should be taken to anticipate and solve these problems. The board authorized participation in this project and the president requested that the chancellors prepare responses on behalf of their institutions that can be consolidated into a comprehensive response by the Board of Governors on behalf of the university.

NORTH DAKOTA

Board of Higher Education
State Capitol Building
Bismarck, North Dakota 58501
John A. Richardson, Commissioner

Appropriations

The North Dakota biennial legislature met in 1981 and higher education experienced a very successful session. An initiated measure providing an increased tax on crude oil production with most significant increases for the elementary and secondary school foundation program left more in the state general fund for other state government functions. In the final appropriations legislation, higher education received an overall increase of 33.9 percent in total operating funds for the 1981-83 biennium. Included in the package was a $100 increase in tuition. The general fund contribution to the higher education bill is an increase of 40 percent over the 1979-81 biennial budget.

Salary Increases

The salary package for all employees included a 10 percent increase on January 1, 1981 with a 9 percent average increase for July 1, 1981 and 8 percent on July 1, 1982. There are no major changes in the employees' fringe package but the session recessed until November 1981 and an increased state contribution to the retirement program is still a possibility.

Capital Funds

In addition to the operating appropriations, a biennial building bill providing $12,035,000 for new buildings was enacted. This law provides a conditional transfer contingent upon there being funds in excess of a stipulated balance in the general fund balance.

Medical Education Contracts

The medical education program that has had a contract with the University of Minnesota and the Mayo Clinic in Rochester to provide the third year of medical training out-of-state is being planned for a permanent return to North Dakota. Funds necessary for this program modification were included in the medical center budget. The inflationary increases in state employee travel reimbursement were enacted as were the increases in costs of employee fringe benefit programs. There was increased funding for the

Student Aid

tuition assistance grants program for students attending private institutions. There was also a significant increase in the state student incentive grants program.

Statewide Study Commission

A major concern for the state postsecondary education community is legislation creating a state study commission to explore all major issues in postsecondary education. The first priority to be studied will be the current and future status of the three school district-created junior colleges that currently report directly to the legislature. Other concerns included in the legislation are a review of the entire structure of higher education including public and private institutions, vocational education and continuing education, a comprehensive review of present program offerings and a review of previous studies in higher education. The legislation was broadly drawn so that no current structure or functions would in any way restrict the study commission's scope in searching for alternatives to the present postsecondary education operations.

The need for the current variety of boards with responsibilities for postsecondary education, types of institutions, nomination process for the Board of Higher Education members, fiscal authority and responsibility for current methods of providing state aid, private fund-raising activities and staffing patterns for governance of postsecondary institutions are some of the items included in the legislation. The legislation clearly states that all agencies, departments and institutions will provide such reasonable assistance and information as the commission may from time to time request. An appropriation of $75,000 is provided for the commission study and its report to the 1983 session of the legislature.

OHIO

Board of Regents
3600 State Office Tower
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Edward Q. Moulton, Chancellor

Fiscal Problems

During 1980-81 the work program of the Board of Regents and institutions of higher education in Ohio focused on sustaining record enrollments and quality programs in an environment of diminishing state resources. Hard hit by recession and heavy unemployment, student enrollment in public colleges and universities increased an unanticipated 4.8 percent. Appropriations had been based on assumptions of no growth and an inflation rate of 6 percent, leaving the system underfunded at the outset. However, a series of budget reductions (7 percent of the total appropriation) necessitated more severe adjustments in operations and programs at both state and institutional levels during the last half of the fiscal year. Concurrently, the major legislative issue was development of an operating budget for fiscal 1982. Unable to reach accord, the state adopted a four-month interim budget with an additional 3 percent reduction, postponing final budget decisions until better revenue estimates are available or additional sources of funds are initiated. As a result, the Ohio higher education system enters the new budget period in the unenviable position of having to live within an appropriation level below that provided two years earlier.

Appropriations and Reductions

Enrollment

Ohio's state-assisted colleges and universities include 12 universities, 22 university branches, 2 independent medical colleges, 8 community colleges and 17 technical colleges. Fall 1980 headcount enrollments climbed to 382,461 students, an increase of 4.8 percent over fall 1979, of which 65.3 percent attended senior institutions while 34.7 percent enrolled at two-year campuses. Regents' certificated independent colleges in Ohio number 54

senior institutions, 4 two-year colleges and 29 hospital schools of nursing. Private college enrollments in fall 1980 remained stable at approximately 101,000 students.

Program Approval

In light of the state's current financial condition and anticipation of enrollment decline by the mid 1980s, the Board of Regents exercised caution in all new degree program approval for both public and private institutions of higher education. Sixteen graduate programs, 16 baccalaureate programs and 33 associate degree programs were provided authorization. All programs were approved on a site-specific basis and with timetables for reevaluation. Similarly, the board surveyed all off-campus activities of institutions, establishing a new policy requiring prior approval of any off-campus program representing more than half the coursework toward a degree. The board identified some 3,000 credit courses and 200 degree programs being offered by institutions away from the main campus. As part of the new policy, institutions are required to share planned off-campus offerings with the regional consortia prior to submission to regents. The policy appears to be working effectively at controlling excessive program expansion or competition.

Off-campus Programs

Revised Funding Formula

Culminating a year-long series of consultations, the Board of Regents proposed to the legislature certain revisions in the state's formula of support for higher education operations. Whereas the state had historically based its funding on full-time equivalent enrollments and actual expenditure requirements for given program models, the revised formula identifies five cost components: direct instructional costs (50 percent), support costs (3 percent) and plant costs (13 percent). Within these components some elements have been identified as fixed costs while others have been identified as variable costs related to enrollments. Where growth continues, full units of support will be provided. Where decline occurs, certain fixed costs will be protected over time to adjust to the lower enrollments without erosion of quality.

The concepts of the formula revision received broad support from institutions, the executive branch and the legislature and were incorporated in the state's budget proposal for fiscal 1982. Implementation is subject to passage of the final budget bill, but no challenge to this language is anticipated.

Remedial Education Study

Regents completed the second annual report on "College and University Remedial Course Enrollments in Mathematics and English." The legislatively mandated study profiled the percentages of newly graduated high school students in 1979 who enrolled in remedial level coursework at Ohio's state-assisted universities and colleges during 1979-80. The results indicated on a statewide basis approximately 19 percent of entering students required remediation in mathematics and 14 percent in English. The levels varied according to the extensiveness of the collegiate institution's remedial program, its voluntary or required nature and the remedial needs of its freshmen class. The slight improvement from the prior year's study was attributed to redefinition of remediation by two large institutions rather than a significant reduction in actual remedial needs. The full report allows each school district to examine the percentage of its students requiring remediation at each state-assisted institution in Ohio, coupling graduates' preparedness with high school records and achievement levels.

High School/College Articulation Commission:

In an unprecedented effort the Board of Regents and State Board of Education pooled resources to assist students in making a smooth transition from high school to college. The two agencies appointed a 15-member advisory commission on articulation to develop methods for matching high school proficiency standards with the academic expectations of Ohio's public and private colleges and universities. The seven-month study resulted in a series of recommendations focusing on curriculum, teachers and communications. The commission encouraged all college-bound high school students to take the recommended college preparatory curriculum including four units of English with emphasis on composition and at least three units of mathematics, one of which is taken in the senior year. The traditional three units each of social studies, science and foreign language were recommended to complete the curriculum. Both private and public four-year colleges and universities, the commission urged, should require successful completion of the college preparatory program for "unconditional admission."

College Prep

Teacher Education

The commission also called for improving preservice and inservice teacher education, with greater emphasis on subject content. In addition, the commission recommended that teachers increase student writing experiences, enforce more rigorous work requirements and reduce grade inflation in all subject areas. College and university requirements, the report indicated, must be clearly stated and communicated to educators, students, parents and the general public. Both the Board of Regents and the State Board of Education have adopted the recommendations of the commission on articulation. The report has received endorsement by private and public college associations within the state and has been well received by members of both education committees of the legislature. Implementation plans include major presentations to high school counselors and college admissions officers, printed materials for students and parents, widespread media coverage and the establishment of an advisory council for college preparatory education to monitor progress and evaluate effectiveness of the recommendations.

Implementation of Recommendations

Student Aid

Student financial aid programs continue to provide access to postsecondary opportunities in Ohio. The need-based Ohio Instructional Grant Program distributed approximately $27.8 million in 1980-81 to 63,000 students attending public and private colleges, proprietary schools and diploma schools of nursing. The academic scholarship program in its third year of operation provided $1,000 scholarships to nearly 3,000 students based on outstanding academic achievement and ability. The National Guard scholarship program provided full tuition for 2,000 persons who enlisted or reenlisted in the Ohio National Guard for six years or longer.

Business/Industry/ Government Cooperation and

In 1980-81 the Board of Regents began an active program of identifying and fostering cooperative relationships between higher education and business, industry and government. The purpose of these activities is to make the extensive resources of Ohio's colleges and universities available to address current economic, technological and sociological needs of the state. Typical of the new linkages being formed is the urban universities grant program, which focuses on solving problems of urban centers. The program functions in the areas of training/education, research, technical assistance and development of an urban data base. Initial state funding has permitted establishment of an urban center prototype in Cleveland, interaction of three metropolitan universities in northeastern Ohio for faculty research in urban

revitalization and cost-cutting management, and the seeding of other institutional programs in major urban areas of the state.

Linkages

To promote linkages and coordinate higher education's responsiveness to business, industry and government needs, the Board of Regents' administration has initiated several activities, including: (1) regional workshops to explore means by which education institutions can provide better services, to communicate successful programs under way and to serve as a catalyst for future problem-solving activities; (2) contacts with major trade and professional organizations and government agencies to increase awareness of higher education resources and to articulate identified needs to appropriate sectors of higher education; and (3) survey and publication of postsecondary exemplary services performed for business, industry and government with particular emphasis on resolving production, management or other problems having economic impact.

Institutional Cooperation

In making these initial coordination activities possible, the regents have had good cooperation from the institutions of higher education, the Ohio Chamber of Commerce, the Ohio Manufacturers Association, the American Society of Training Directors and the Ohio Department of Economic and Community Development. Funding sources have included the state of Ohio, the federal CETA and Title I programs and the Kellogg Foundation.

OKLAHOMA

State Regents for Higher Education
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E. T. Dunlap, Chancellor

Oklahoma public higher education celebrated two significant anniversaries in 1980-81 — the 90th anniversary of the founding of the first institutions of public higher education in Oklahoma by the territorial legislature in 1890, and the 40th anniversary of the founding of the Oklahoma State System for Higher Education and the formation of the Oklahoma State Regents for Higher Education through the adoption of Article XIII-A of the Oklahoma Constitution at a special election held in March 1941.

Long-range Planning

In July 1980 the State Regents adopted a new long-range planning document, *Oklahoma Higher Education: Planning for the 1980's.* The product of more than two years of study, this new planning document delineates issues and concerns likely to face Oklahoma higher education in the decade and provides for a planning mechanism making use of both State Regents' staff and institutional personnel. Within the regents' office, a new

New Planning Office

planning organization has been formed, the office of planning and policy research, under the direction of a vice chancellor for planning. Four permanent planning councils have been formed in the areas of instruction, graduate education and research, finance and budgeting and extension and public service. Provision was also made for the formation of ad hoc planning groups to address special issues, and one such group is at work, a task force on teacher education, in response to legislation passed by the 1980 legislature.

This legislation, an act dealing with the licensure and certification of public school teachers, requires, among other things, that each new "entry-year"

Teacher Monitoring

teacher hired by local school boards have his or her performance monitored by a committee that must include a faculty member from a teacher-training college or university. The full effect (and cost) of this legislation is yet to be determined since it will not be fully implemented until the 1982-83 school year, but the logistics of forming committees for more than 2,000 entry-year teachers in the state, including travel for faculty representatives to and from campuses in the state system, will be considerable. The State Regents have requested from the 1981 legislature an appropriation of $600,000 in planning and start-up funds to begin implementation of the legislation.

Institutional Regulation

Of continuing concern to the State Regents has been the proliferation of unaccredited and unauthorized courses and degrees in the state. Ranging from the merely misinformed to the openly fraudulent mail-order diploma mill, these operations seem to be on the increase. Under Oklahoma Law, regents have the responsibility for approval of all collegiate-level coursework for credit and college degrees, and have been working cooperatively with the state attorney general and the U.S. Postal Service in an effort to halt the fraudulent operations. The regents have counseled with the administrators of legitimate organizations seeking to offer college-level courses and degrees in regard to attaining proper authorization and accreditation. Public warnings have been issued through the news media to the state's consumers against paying money to enroll in correspondence courses, extension courses or other classes offered supposedly for college credit outside a regular campus setting without first checking the accreditation of the organization offering the coursework.

Urban Upper-level and Graduate Education Need Study (Tulsa Area)

Another of the issues of current interest in Oklahoma higher education has been the provision of state-supported, upper-division and graduate education in the Tulsa metropolitan area. Although Tulsa is the state's second largest city, there was no state-supported higher education in the community until the establishment of Tulsa Junior College in 1968. The city is served by two private universities, the University of Tulsa and Oral Roberts University, but still has no access to state-supported collegiate education at the upper-division and graduate levels.

The State Regents, through a provision of the higher education state plan for civil rights compliance, have made a first step in meeting the need of the Tulsa area through coursework offered by Langston University. This program, however, has not grown as anticipated and has not yet filled the expectations of the people of Tulsa. The 1981 legislature has asked the State Regents to make a comprehensive study of the higher education opportunities available in Tulsa and report early in 1982 regarding the feasibility of making further efforts toward the provision of state-supported upper-division and graduate education in the Tulsa metropolitan area.

Faculty Salaries

All state system institutions were able to reach the State Regents' standards for average full-time faculty salaries for the first time in 1980-81. Legislative appropriations for higher education were increased significantly, though still short of the regents' recommendation. An adjustment in student fees and tuition resulted in increased revolving funds collections, nearly offsetting the state-appropriated funds shortfall, resulting in nearly 100 percent funding of the State Regents' total budget recommendation for 1980-81.

Tuition and Fees

Economic Prosperity

Oklahoma is enjoying a time of economic prosperity due to increased activity in energy exploration and production and the state's location in the Sun Belt. State revenue collections have grown as a result, enabling the state

to increase its spending in higher education as well as other areas of state government. Surpluses in the state treasury have also enabled the state to fund a three-year capital improvements program on state system campuses aimed largely at energy conservation, maintenance and renovation projects with a few new construction projects on selected campuses.

OREGON

Oregon Educational Coordinating Commission
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T. K. Olson, Executive Director

Budget Problems and Reductions

Finance has been the dominant issue and concern of Oregon education from July 1980 to present. The period opened with the governor calling the legislature into special session to deal with a projected state budget deficit exceeding $200 million. State agencies, including education segments, were asked to prepare budget cuts for the 1980-81 fiscal year up to 30 percent, with restoration packages in 5 percent increments. Legislators decided to pick up revenues by making some tax collections quarterly rather than annually, and the budget cuts were not as severe as anticipated. The State System of Higher Education's education and general services budget was reduced approximately 12 percent in state general fund. This represented a 4.5 percent cut in total operating expenditures when tuition and other funds are considered. Community college state aid was reduced 10 percent, a 4 percent cut in total operating expenditures for 1980-81.

Due to a continued slowdown in the state's lumber and construction industries and high unemployment, revenue projections for the 1981-83 biennium showed less than the amounts estimated for the previous biennium. The governor, in order to fund the state budget for 1981-82 at his recommended level, proposed a $240 million tax package increase to the $3 billion revenues. Since the January beginning of the 1981 regular session, the legislature has been wrestling with budget cuts and tax increases. The Oregon Educational Coordinating Commission was directed by the legislature to prepare recommendations for 10 percent reductions in all education budgets. A report was submitted in April, which was used extensively in deliberations.

State Tax Increases

Cuts of 10 percent for all budgets have been developed as necessary if none of the new taxes are passed. It is likely increases in cigarette and liquor taxes will pass and perhaps a two-year delay in increasing the personal income tax exemption from $750 to $1,000. Legislators also are debating pulling back on the full 30 percent commitment in a homeowner's property tax relief plan passed in 1979. It is possible the State System of Higher Education will take 3 to 6 percent cuts and community colleges may be reduced close to 10 percent. Preliminary ways and means committee action would reduce aid to independent colleges substantially, shifting funds to the state need-grant program to partially offset higher tuition in two-year and four-year institutions and expected decrease in federal student financial aid programs. The legislature is expected to adjourn in mid-July 1981, assuming final action has been taken on budget and tax decisions.

Statewide Planning

Other than finance, the Educational Coordinating Commission's activities have focused in this period on planning for the 1980s. The commission developed 21 planning assumptions in the areas of population and enrollment, economics and energy and educational assumptions. In

Public Forums on Education

November 1980 the commission sponsored a series of six public forums on education issues around the state, with the participation of elementary, secondary and postsecondary education representatives. More than 300 citizens discussed the issues and assumptions for "Planning Oregon Education in the 1980's." Primary concerns dealt with quality of education, teacher preparation and updating, high school dropouts and remedial education.

Planning Policy Guidelines

The commission has developed a series of planning papers and adopted planning policy guidelines for state-level boards and institutions in their planning efforts. The guidelines provide statements on roles of segments and responsibilities for some types of education and address remedial education, admissions, nontraditional education, off-campus instruction, graduate education and teacher education.

Public Views on Education

Related to planning, the commission also surveyed a cross-section of 1,000 Oregonians on their views on education. Results showed that the public gives highest priority to education for state funding in comparison with other government services. Education was ranked first by 34 percent, well above law enforcement in second place with 19 percent. At the same time, the public sees a need for improvement in the quality of education, with 50 percent believing secondary schools are declining, 39 percent seeing decline in elementary schools, 22 percent in state colleges and universities and 15 percent in community colleges. On a question eliciting views on proposed cost-saving methods, respondents strongly favored the closure of institutions with declining enrollments, particularly among the colleges and universities. They also advised reductions in administrative personnel at all levels.

PENNSYLVANIA

State Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
William D. Kautz, Acting Commissioner for Higher Education

Regional Councils

Pennsylvania continues to have eight voluntary and autonomous regional councils covering the state that are recognized by the State Board of Education as the higher education planning and coordinating bodies for the regions. Insufficient funds to support regional council operations have been a problem for several years. Since the state discontinued partial funding as of July 1, 1980, council activity, in general, has decreased and/or changed in nature. Consistent with the voluntary and autonomous structure of the councils, their continuing activities will necessarily be self-determined and self-supported. Recent budget austerity has caused a decrease in the number of personnel associated with the Department of Education. Despite this reduction, needed service to education institutions and agencies will be maintained by better utilization of current staff with a more appropriate alignment of staff functions.

Budget Problems

Regulations and Standards Codes

The Council of Higher Education is in the process of recodifying for consideration by the State Board of Education all regulations and standards affecting higher education. The new draft will incorporate the governor's executive order that states that all agencies under the governor's jurisdiction must draft regulations in simple, clear and concise language to achieve legislative goals effectively and efficiently.

Master Plan Implementation

The Council of Higher Education has established three committees directed toward the goal of implementing the recommendations contained in the current master plan. The first is a master plan implementation overview committee charged with the development of a legislative program for recommendations that require legislative action. The second is a task force on health and veterinary medicine, which will address education issues in this area. The third is a graduate education advisory committee, which will suggest recommendations to the council on graduate level of education concerns.

Teacher Education

The State Department of Education is continuing its program to prepare "better" teachers for "better" schools. The plan for a process to redesign professional education and certification began in December 1979 and is scheduled for completion in January 1982. The major goal of this effort is to help improve the quality of education of children by improving the quality of education and certification for all preservice, induction and inservice personnel. The process includes the organization of advisory groups, collection and analysis of data, conducting public seminars, establishment of a critical review committee and conducting public hearings on proposed changes to be made in preparation programs and certification processes.

School Improvement Partnerships

The department has also created the college and university partnership program for school improvement. Through small grants ($1,000 to $3,000) to 23 colleges and universities, the program promotes partnerships with 54 local school districts. The institutions provide services such as planning advice, personnel development consultation and data processing. The school districts have responded by providing research opportunities and "front line" professional experience opportunities for college education faculty members.

Student Loans

Student borrowing under the state agency administered guaranteed student loan program for the 1980-81 academic year again reached an all-time high. The dollar volume of new loans guaranteed increased to $472 million as compared to $339.1 million in 1979-80 and the number of loans guaranteed increased from 165,678 to 225,108. These figures represent a 39 percent increase in the value of loans and a 36 percent increase in the number of loans. Increased school costs and the willingness of commercial lenders to give guaranteed student loans because of tighter controls on other types of credit stimulated the growth of the loan program. It is difficult to assess the future impact on the guaranteed student loan program because of the proposed changes at the federal level. However, depending on the final changes, the number of borrowers and the amount of money borrowed could be significantly reduced.

Student Loan Claims/Defaults

The Pennsylvania Higher Education Assistance Agency (PHEAA) has implemented wire transfer procedures for paying lending institutions for defaulted loan claims. For 1980-81 this amounted to about $33 million. In order to maintain lender goodwill and encourage additional loan monies for the program, PHEAA promptly pays the lenders if they have difficulty in keeping a student on a repayment schedule or if the student fails to set up a repayment schedule. The agency is able through its automated default, pursuit and collection process to get the borrowers to make payments directly to their lender or PHEAA and thereby remain below the 5 percent default rate required to be eligible for 100 percent federal reinsurance.

The 1980-81 academic year was noteworthy and somewhat unusual in that the state grant program administered by PHEAA received the highest state

Student Aid Program

appropriation in its history ($74.2 million) and, at the same time , rejected the largest number of applicants in its history. More than 25 percent of the applicants were denied aid. This somewhat contradictory situation was caused by the following factors: (1) an 8 percent increase in the number of applicants for aid; (2) an unprecedented increase in education costs at postsecondary schools and a corresponding increase in financial need for many applicants; (3) a reduction in the basic grant program resulting in less basic grant funds to be offset within the state grant need analysis; and (4) a funding increase of 3 percent compared with an inflation rate of over 10 percent, thereby making it impossible for the agency to make needed inflationary adjustments to the need analysis used to select grant recipients.

Computerized Student Aid Network

The PHEAA remote terminal network of visual display units tied to the agency's computer in Harrisburg has been expanded to include 74 colleges and 16 lenders. This expansion further reduces the volume of written correspondence, provides faster response to inquiries and has reduced the number of telephone calls by financial aid and student loan officers to the agency. PHEAA successfully completed its multiple data entry contract with the federal government for the Basic Educational Opportunity Grant (BEOG) program and continuus to be the only state agency that processes the common federal-state application for student grants and reports such data to the federal government's national servicer.

Common Application Form

RHODE ISLAND

Board of Governors for Higher Education
199 Promenade Street
Providence, Rhode Island 02908
Arthur R. Pontarelli, Acting Commissione.

Governance Structure Change

The Board of Regents for Education was established in 1969 as the single governing board for public elementary, secondary, adult, and vocational and higher education. Legislation passed by the 1981 General Assembly has changed that governance structure in significant ways. Effective July 1, 1981, three new bodies will assume governance responsibilities: a Board of Governors for Higher Education, a Board of Regents for Elementary and Secondary Education, and a Public Telecommunications Authority. Each will have its own professional staff.

Program Review

During 1980-81 the Board of Regents, the public institutions of higher education and the commissioner of education continued their cooperative efforts to review existing programs of instruction. An interinstitutional task force had identified several areas of instructional program overlap, statewide and in the metropolitan Providence area. Reviews of these programs led to board decisions to phase out specific programs and to increase faculty cooperation in others.

Master Plan

The 1980 planning document, "Coordination of Public Higher Education in Rhode Island," continued to serve as the blueprint for board and institution activities. Key issues for the 1980s were identified and during the past year policies have been developed to fulfill the directives of that planning guide. A second document, "Phase Two: Institutional Roles and Program Implications," identified systemwide expectations for public higher education and specific roles for each of the institutions within the Board of Regents system. The role statements are used as one important element in board consideration of proposed institutional program developments.

Transfer/ Articulation

The regents' policy on credit transfer and articulation has enabled students to transfer more easily among public institutions. Course equivalency guides are updated annually by the institutions' department chairpersons. Additionally these department meetings are being used to explore additional ways to cooperate.

Fiscal Accountability

Fiscal accountability procedures were refined by the Board of Regents to enable the more complete monitoring of several of the institutions' budget areas. Changes in those budgets now require prior approval by the board.

Federal Programs

The Rhode Island Postsecondary Education Commission continued its responsibilities for the administration of Title I (community service and continuing education) and Title IV (educational information centers). The commission was identified by the governor as the state entity responsible for all appropriate titles of the Higher Education Act of 1965, as amended in 1980.

Educational Information Centers

The Rhode Island educational information centers program (EIC) permits a greater level of coordination of over 150 agencies, schools, colleges and individuals who have responsibilities for providing clients with postsecondary education information. EIC has a contractual relationship with the state's occupational information coordinating committee that permits, among other services, a telephone career counseling service.

Telecommunications Consortium

The Postsecondary Education Commission has established a telecommunications consortium to deal with cable television companies in Rhode Island. Programming, award and transfer of credit, cooperative production and other interinstitutional matters are among the responsibilities of this new group.

SOUTH CAROLINA

Commission on Higher Education
1429 Senate Street, Suite 1104
Columbia, South Carolina 29201
Howard R. Boozer, Executive Director

Appropriations

The 1981-82 appropriation for the public senior colleges and universities totaled $270.6 million, a 5.1 percent increase over 1980-81. The commission's recommendations, based primarily on an appropriation formula developed with the institutions, totaled $294.5 million, an increase of 14.4 percent over 1980-81. A bill under consideration as of July 15, 1981, by the General Assembly would provide over $75 million in state general obligation bonds for permanent improvements at the public colleges and universities. The governor, however, is expected to veto a substantial number of the projects, and it will be August before final action is determined.

Master Plan

The Commission on Higher Education's master plan, completed in late 1979 and endorsed by the legislature in April 1980, called for a number of major studies. One of these was a review of the necessity of senior colleges' and universities' continuing to offer two-year occupational degree programs in localities also served by public two-year colleges. The review was conducted

Program Review and Terminations

in fall 1980 by a team of three out-of-state consultants. In January 1981 the commission acted on the report of these consultants, recommending that Lander College terminate its one remaining two-year occupational program and that the University of South Carolina at Columbia terminate, or convert to baccalaureate programs, its 7 two-year occupational programs. USC-Columbia contested the recommendation, calling into play for the first time an appeal process included in the 1978 legislature that gave the commission

the explicit authority to recommend termination of existing programs. The process provides that the education committees of both houses must each vote to uphold the commission's recommendation in the case of such an appeal. On March 3, 1981, the house education committee voted to uphold the university's appeal. The effect was to overturn the commission's recommendation.

Program Review

The master plan also called for periodic reviews of all degree programs, beginning in 1980-81, with all graduate programs in the fields of the biological sciences, engineering, health professions, mathematics and the physical sciences. These reviews have each been conducted during the year, utilizing teams of out-of-state consultants appropriate to each of the five areas. Two of these reports — in mathematics and in the physical sciences — have been reviewed and accepted by the commission.

Medical Education

Through its task force on medical doctor education, the commission is assessing the present status and future needs of medical residencies throughout the state in terms of numbers, types and location. Sixteen medical specialty study groups were appointed by the task force. The task force will make recommendations annually to the commission concerning the number of undergraduate medical students that should be admitted to the state's medical schools and the adjustments in the numbers and locations of residents in the various specialties.

Nursing Education

The commission, through its statewide master planning committee on nursing education, recently completed a major planning effort designed to assess the status of schools of nursing throughout the state in terms of number, types of programs and locations. Particular attention was focused on the current shortage of nurses in practice in the hospital setting. This study was the first attempt in South Carolina to quantify nursing supply and demand and to project a variance between supply and demand figures that are based on sound trend data.

SOUTH DAKOTA

Board of Regents
Richard F. Kneip Building
Pierre, South Dakota 57501
Gordon Foster, Acting Commissioner of Higher Education

Executive Officer Responsibility Change

In the 1981 legislative session, the statute providing for a commissioner of higher education was amended to change the position to executive director. The legislative intent appeared to have had three purposes: (1) to restore, in statute, full authority to the Board of Regents to govern and manage public higher education in South Dakota; (2) to eliminate the executive authority that had been lodged in the role of commissioner by statute, thus providing direct access for the college presidents to the Board of Regents, the legislature and the executive branch; and (3) to reduce the number of higher-salaried officials on the central staff and to cut the cost of the operation of the central office.

Appropriations Formula Change

A second major legislative action concerned the method of appropriating institutional budgets. For more than a decade, the Board of Regents received a lump sum appropriation that they allocated to the institutions. In the 1981 legislature, there was a line-item budget established by the National Association of College and University Business Officers (NACUBO)

programs, by personnel services, by operations and maintenance, and by source of funds. The legislative intent appeared to require the institutions to be more accountable in their budgetary actions, and to place them under the same budgetary restriction and control as all agencies in the executive branch. The legislature restored the slot program in veterinary medicine to permit six new students to enter the program. For these new students there is a requirement that they return to the state to practice or they will be required to pay back one-half of the cost of the slot programs.

Veterinary Medicine

Enrollment

The system showed an approximate growth of full-time equivalent enrollment of 6 percent in 1980-81. Dakota State College, with 11.6 percent and South Dakota School of Mines and Technology, with 10.9 percent, had the largest gains.

TENNESSEE

Tennessee Higher Education Commission
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G. Wayne Brown, Executive Director

Fiscal Troubles

Budget Impoundments

The 1980-81 year brought financial troubles to Tennessee's public institutions of higher learning with about $13.5 million in state appropriations being impounded midway into the fiscal year. This impoundment reflected 4.8 percent of higher education's budget, and, while state appropriations for higher education have traditionally remained at about 20 percent of the state budget, higher education received a disproportionate 40 percent of the total state impoundments. State appropriations for higher education in 1981-82 are projected to be $356,760,000, compared with $327,866,000 (after impoundments) in 1980-81, an 8.8 percent increase.

Economic Study

With enhanced quality stipulated as the primary higher education goal, the Higher Education Commission, at the direction of the legislature, began two studies aimed at reviewing possible methods of economizing. The first of these studies was to investigate and recommend deletion from curriculum those programs that were determined to be low producing or unnecessarily duplicative. Programs currently recommended for termination met the following criteria: the program showed no positive growth trend, was offered at other public institutions at high producing levels and was not central to the institution's mission.

Tuition and Fees

The second major study concerned tuition and fees. Tennessee has historically charged students less than the Southern Regional Education Board's (SREB) averages, in addition to historically providing per student state appropriations below SREB averages. The tuition and fee study will result in providing students a way to anticipate increases or decreases in tuition and fees. This is particularly important given the possible losses in federal funding for student financial aid. As a related issue, several institutions are raising enrollment criteria and lowering enrollment ceilings to maximize the per student appropriations. Fall 1980 headcount enrollments in Tennessee public higher education increased 1.8 percent over the previous year.

Enrollment

Vocational School/ Community College Merger

Through its own initiative the legislature has merged an area vocational school with a community college in Chattanooga and is reviewing the possibility of doing so again in Memphis. The Chattanooga merger is to be

monitored for three years at which time the merger may become permanent. To encourage input and participatory decision making, the commission has established regional advisory committees in four areas of the state. The committees are comprised of public and private educators, legislators and citizens that are assisting in eliminating duplication of services and cooperatively planning for community education needs.

Regional Advisory Committees

The legislature approved a 1981-82 pay plan that included state assumption of the employee's portion of the retirement program, an increase in the amount of longevity payments per year of service, and a 2 percent salary increase. The combined effect of these components will be a 7-11 percent increase in take home pay for most higher education employees, compared with a 7.2 percent increase in salaries in 1980-81.

Salary Increases

TEXAS

Coordinating Board, Texas College and University System
P.O. Box 12788, Capitol Station
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Kenneth H. Ashworth, Commissioner

The healthy Texas economy and legislative commitment to strengthening the state's education resources were major factors influencing the substantial increases in funding for Texas colleges and universities in the upcoming biennium. The 37.3 percent increase is the highest growth rate in higher education appropriations to occur in six years. The $4.7 billion appropriated for the 1982-83 biennium represents an increase of close to $1.3 billion above funding for the previous two-year period.

Economic Prosperity and Increased Funding

For the second consecutive session, however, legislators were unsuccessful in resolving the knotty problem of funding campus construction. The governor called a special legislative session in mid-July 1981 to consider, among other items, repeal of the state ad valorem tax, which is dedicated to a construction fund for 17 state-supported colleges and universities. His formal call did not include consideration of a construction fund to replace the property tax. If legislators endorse repeal of the tax, the proposal would be submitted to voters for ratification as a constitutional amendment in November 1981. The property tax, in effect, was nullified two years ago when legislators reduced the assessment ratio to .0001 percent of valuation. Midwestern University, however, has challenged the legislative action, and the courts could order reinstatement of the tax at the effective rate in 1979 of 10 cents per $100 valuation. In addition, the courts could order that back taxes for two years be collected at an annual rate of up to $400 million per year.

Capital Funding Problems

Hefty increases in funding were appropriated for all sectors of higher education. Public senior colleges and universities received appropriations totaling $2 billion, up 25.7 percent from 1980-81. Appropriations for public junior colleges totaled $700 million, a 42.3 percent increase, and health-related units received $1.4 billion, a 45.5 percent increase. Funding for all other agencies of higher education totaled $677 million, up 57 percent. The legislature also enacted provisions authorizing compensation for resident physicians at the state's seven medical schools, but no funding was appropriated.

Appropriations

In keeping with recommendations of the Coordinating Board and numerous

Faculty Salaries Increase

other groups, the legislature sought to narrow the gap between inflation and increases in faculty salaries. In addition to a 5.1 percent emergency pay increase in February, faculty members will receive an 11.9 percent increase in September, for a total 17.0 percent pay hike over last year. Funds were appropriated for an 8.7 percent increase the second year of the biennium. The board in January had unanimously recommended that the state establish average faculty salaries at a level above the national average and maintain this position. In the face of inflation, even substantial increases have been inadequate to maintain salary parity with the cost-of-living increases. For example, during the current academic year, the 7-percent increase in average budgeted salaries was more than offset by a 12.6 percent annual inflation rate.

Enrollment

Enrollments in Texas colleges and universities rose by 3.6 percent in fall 1980 over the previous year. A total of 685,506 students were enrolled in the state's public and private institutions of higher education. Despite the overall increases, however, 12 of the 37 public senior colleges reported declining enrollments. Declines also occurred at 9 of the 38 independent senior colleges. The largest growth occurred in the public community colleges, with all but 11 of the 47 public junior college districts reporting enrollment gains. Enrollments in the public medical, dental and health-related institutions also continued to expand.

Long-range Plan

Much of the board's activities during the past year focused on the development of a long-range plan for Texas higher education in the 1980s. The plan incorporated a slate of recommendations for legislative consideration, as well as recommendations to institutional governing boards and administrators. Priorities to guide the work of the board also were endorsed. Maintenance and strengthening of quality and the promotion of greater efficiency were integral elements of the plan. In addition, greater statewide efforts to increase minority participation in higher education were urged. The board continued to advise against further expansion of the college and university system through the establishment of new senior colleges and law schools or unwarranted expansion of program offerings. Increasing energy efficiency in campus facilities, development of tighter institutional missions and careful evaluation of program needs were among other issue addressed. The intent of the plan is to provide a strategic framework for addressing the issues of the next decade rather than a detailed plan of specific goals relating to narrowly defined topics. In fact, the document noted that the overriding principle for statewide planning is to encourage the institutions to make necessary and effective decisions at the local level, with only minimum statewide controls.

Higher Education Task Force Study

Higher education will undergo additional scrutiny in the upcoming biennium. The governor's task force on higher education was established in March and consists of some 30 members from the public and private sectors, campus administrators and lay representatives. Among the issues the panel is charged with examining are the relationship between public and private institutions of higher education, the relationship between the state and the federal government in higher education, tuition rates and coordination. A house resolution also creates an interim committee to study state administration of higher education.

Program Review

In conjunction with board efforts to insure greater efficiency in the management of state resources, statewide reviews of all existing programs were initiated, beginning at the doctoral level. Initiation of those reviews was

accompanied by board action to lift its moratorium on consideration of doctoral programs, which had been in effect since April 1976. The first doctoral-level program to be approved in more than four years, in neuroscience, was authorized in October 1980 for the University of Texas medical branch at Galveston. Statewide reviews of doctoral programs were completed or planned for 1980-81 in music, computer science, pharmacy, toxicology, chemistry and biochemistry.

Desegregation

Another issue of major concern involved planning for the enhancement of opportunities for Blacks and Hispanics in Texas colleges and universities. The U.S. Department of Education in January directed the state to submit a voluntary compliance plan to eliminate any vestiges of a dual system of public higher education. The plan, which was submitted in June to the federal government, sets specific numerical goals for increasing enrollment and graduation rates of minorities in all sectors of public higher education. It calls for the enrollment of an additional 2,955 black students and 3,872 Hispanic students by 1986. Vigorous recruitment efforts by the traditionally white colleges and universities were outlined as a means of assuring that those commitments are met within the next five years. A number of measures to enhance the state's two traditionally black institutions, Texas Southern University and Prairie View A&M University, also were proposed. A total of $23.3 million beyond normal education and general operating expenses was appropriated by the legislature for the two institutions, and plans were outlined for allocation of the funds to strengthen academic programs, faculty, student services and financial aid and campus facilities, among other items.

Off-campus Programs Reduction

The board in the past has expressed concern over the prevention of unnecessary expansion of off-campus courses, and legislators this spring attached a rider to the state appropriations bill that curbs funding for such courses. At the state's senior colleges, funding will be reduced by 25 percent for off-campus semester credit hours that are under 7 percent of the institution's total semester credit hours. Funding for any additional semester credit hours will be cut by 35 percent. The level of funding for out-of-district courses offered by junior colleges will be adjusted to rates not exceeding actual costs of teaching the courses.

Institutional Regulation

Statutory provisions also were enacted to restrict the expansion of branch campus operations by private institutions of higher education. The new legislation further assures the board of greater leverage in its relationship with the Southern Association of Colleges and Schools and other accrediting bodies in its efforts to maintain quality standards in degree programs offered in the state. In addition, the board in April clarified its definition of an academic degree-level program for use in reviewing institutional applications for authority to grant degrees. The amendments are aimed at eliminating an overlap in the jurisdiction between the Texas Education Agency and the Coordinating Board for review and approval of private nonexempt institutions. Institutions offering programs that do not contain the necessary balance of specialized material and general academic coursework will no longer be eligible to receive degree-granting authority from the board.

Teacher Competency

In a further effort to strengthen the quality of the Texas education system, legislators established requirements for competency testing of teachers. Testing will be required for admission to teacher education programs and for teacher certification. Competency tests for administrative certification also will be required. In other legislative activity, the Southwest Collegiate

Institute for the Deaf was established under the control of the Howard County Junior College District.

UTAH

State Board of Regents
807 East South Temple, Suite 204
Salt Lake City, Utah 84102
Leon R. McCarrey, Acting Commissioner

Appropriations

Considering the budget-cutting mood of the 1981 legislature, the state's colleges and universities were treated as well or better than other state agencies. The legislature approved a budget of $233,242,500 for Utah's nine colleges and universities, including about $1 million each for the skills centers at Weber State College and Utah Technical College at Salt Lake appropriated from the uniform school fund. It also includes more than $10 million for the University of Utah College of Medicine and University Hospital. The total budget represents an overall increase of about 9.3 percent over last year. The 1981 legislature also approved a 12.5 percent tuition increase.

Experimental Associate Degree

Perhaps the most controversial higher education legislation passed during the session provided for an experimental associate of science degree at Utah Technical College at Provo. At the present time, Utah's two technical colleges are required by law to limit general education courses to no more than 25 percent of the instruction offered — the other 75 percent being vocational-technical education. Concern has been expressed that the associate degree might detract from the vocational mission and programs of the college. Proponents, meanwhile, believe that the associate degree will enhance vocational education and attract more students to the technical college.

Regents' Change

Among legislation that failed this year was a bill that would have replaced the 16-member Board of Regents with a 10-member body consisting of one student and the chairman of each school's institutional council. A bill passed, however, adding the lieutenant governor to the Board of Regents, making it a 17-member board.

Capital Funds

The 1981 legislature allocated $24,105,000 to the State Building Board for new building and renovation projects, of which $4,967,000 (20.6 percent) was allocated to higher education projects. Legislation was passed permitting building repairs of less than $30,000 to be completed without approval of the State Building Board, and a bill passed specifying that capital facilities priorities adopted by the regents not be altered by the State Building Board.

Enrollment

Systemwide full-time-equivalent enrollments increased 6 percent for the fall quarter of 1980-81 above fall quarter 1979-80. Much of the enrollment increase is attributable to increased participation of older students (age 25 and above). Of the increase in headcount enrollment in fall 1980 over 1979, 45 percent was contributed by older students who constitute only 35 percent of the student body.

VERMONT

Higher Education Planning Commission
Pavilion Office Building, 5th Floor
Montpelier, Vermont 05602
David M. Otis, Executive Director

Adult Education

The Vermont Higher Education Planning Commission devoted substantial time and effort to a study of postsecondary education for adult students and conducting a series of hearings on the nature and extent of the various institutions' programs for adults. The commission reached the conclusion that planning to meet the needs of adult students, most of whom are employed and able to pursue education only part-time, should generally be done on a regional and local rather than statewide basis. It therefore recommended the establishment of regional councils for postsecondary adult education in areas of the state where such councils do not already exist and created a task force to promote such regional cooperation.

Information Sourcebook

The Vermont Higher Education Information Sourcebook prepared originally in 1979 as part of the commission's higher education funding study, was published in an expanded, updated and revised edition for 1980. It contained basic information on a wide variety of higher education topics with particular attention to statistics related to the financing of higher education in Vermont. In addition to statistical tables on institutions, students and financial data it included articles describing Vermont's higher education system, its unusual approach to financing higher education and a summary of its statewide study of higher education's economic impact.

Part-time Student Aid Study and Legislation

For a considerable period there has been discussion of whether there is a need for a program of grants to aid part-time students. The Higher Education Planning Commission established a committee to study the question in all its aspects and report to the commission with recommendations. Meanwhile two bills were introduced in the legislature to establish such a program. The passage of one of the bills, to establish a pilot program, was considered likely, but the legislature adjourned before taking final action. However, the bill's purposes will be realized through a rider attached to the omnibus appropriations bill, setting aside a small portion of the appropriation for the Vermont Student Assistance Corporation for a pilot program of grants for part-time students. Reports of the experience with the pilot program and the results of the special committee's study are expected to be available by the next session of the legislature, which convenes in January 1982.

Institutional Authorization

A bill clarifying and making more systematic the state's policies and procedures for approving and certifying independent postsecondary education institutions and governing the awarding of degrees was considered by the legislature. The original bill was the work of a joint committee established by the Vermont Higher Education Council and the State Board of Education. The bill was endorsed by the Higher Education Planning Commission and passed by the house of representatives. The senate, however, rewrote the bill substituting a laissez-faire approach that would permit anyone to operate a postsecondary education institution simply by registering, but without requiring approval or certification. The proposed change was vigorously opposed by the higher education community and, as a result, the bill was recommitted to the senate education committee as the session ended.

Federal Programs and

Federal relations required substantial time and effort during the year, much of it to no avail. In response to changed federal legislation the Commission on Higher Education Facilities developed a new state plan for Title VII-A to govern the awarding of grants for removal of architectural barriers to the handicapped. The same federal legislation required development of a state-federal agreement to govern administration of federally assisted continuing education, outreach, planning, facilities and student incentive grant programs. New federal requirements for nonfederal matching funds for these programs led to requests for state funds, which were duly appropriated by the legislature. During the latter part of the year much energy was expended in an attempt to estimate the probable impact in Vermont of the Administration's proposals for drastic curtailment of federal student aid programs. Carefully considered substitute measures were recommended to control costs of these programs while preserving their essential functions.

Impact

VIRGINIA

State Council of Higher Education
James Monroe Building
101 North 14th Street
Richmond, Virginia 23219
Gordon K. Davies, Director

Enrollment

The 1980-81 academic year showed continued but modest growth in higher education enrollments in Virginia. While individual public institutions' changes varied from a 10.4 percent decline to a 25.2 percent increase, the system as a whole increased 3 percent in fall headcount enrollment. Independent institutions also increased by 2.5 percent in total fall headcount.

Appropriations

Although higher education received relatively little emphasis at the 1981 short session of the General Assembly, the lawmakers nevertheless approved the expenditure of an additional $33.3 million for higher education in Virginia in 1981-82. Of this total, approximately $8.7 million will be used to augment operating budgets at the state-supported institutions, while $5.2 million will go for capital outlay (facility planning and construction) projects at these institutions. The legislature also increased the size of the tuition assistance grant for Virginia students attending private institutions in the state. An additional $1.1 million was appropriated for this purpose. The nongeneral fund appropriation for auxiliary enterprises was increased by approximately $400,000 and the sponsored programs appropriation was increased by $17.2 million.

Aid to Private

Of the total increase of $33.3 million, approximately $10.7 million is general fund tax dollars. The remainder will be derived from a number of sources, including tuition adjustments at the institutions, grants and contracts and auxiliary enterprise fees. The additional general funds will bring total general fund spending for all higher education purposes, including all institutions and affiliated agencies, in the 1980-82 biennium to approximately $1.053 billion.

Budget Proposals

The council also assisted the administration in developing targets for the 1982-84 college and university budget requests. According to target figures released by the administration in May, higher education will receive the same percentage of state funds in the 1982-84 biennium as it does in the current

biennium. Overall, revenues going to higher education in the proposed budget will increase nearly 20 percent over 1980-82.

Institutional Authorization

Under council statutes for institutional approval, which became effective in July 1980, an out-of-state institution must seek council approval to operate in the state. Since July 1980, 34 out-of-state institutions of higher education have applied to the council to operate at 54 sites in Virginia. Institutions that are approved must meet standards in order to operate in the state. Council staff is in the process of continuing site visits to the institutions in order to determine compliance with the standards. Since October 1980 the staff has completed 25 site visits to 19 institutions operating at 31 sites in Virginia.

Teacher Education

In response to a request by the 1980 General Assembly, the council is conducting a study of criteria for admission to teacher education programs. An interim report was completed in December 1980 and the final report will be submitted in December 1981.

Council Studies

The council conducted a number of studies during 1980-81 on various aspects of higher education including student financial assistance, affirmative action, remedial programs, cooperative arrangements among Virginia institutions and graduate and continuing education in engineering.

WASHINGTON

Council for Postsecondary Education
908 East Fifth Street
Olympia, Washington 98504
Chalmers Gail Norris, Executive Coordinator

Child Care Services Study

In response to a house resolution in 1980, the Council for Postsecondary Education undertook an analysis of child care services operated by, or affiliated with, public institutions of higher education in Washington. Included in the analysis is an examination of various child care services and the elements as they affect overall policy development. Included are the availability and adequacy of campus child care services, the current and alternate funding methods for campus child care services, the eligibility criteria for campus child care services, and the current and projected demand for campus child care services.

and Recommendations

The study resulted in the council adopting recommendations stating that the state's institutions of higher education (1) identify the student-parent population, work with that group and other student groups to determine service availability and alternative approaches to meeting needs, provide leadership and in-kind support such as work-study placements and, where complementary, a linkage to instructional activities; (2) develop official policies for the provision of child care services as a component of equal opportunity in education and affirmative action; (3) insure that child-care services are included in student aid budget determinations and that student-parents are made aware of this inclusion; and (4) participate in ensuring equal education opportunities by providing supplemental funds for child care through a combination of campus resources — student services and activities fees, parent fees, departmental monies, private donations and alumni funds. The fifth recommendation advised that a fee be charged for all child care services and that parent users take an active role as volunteer aides and assist in such activities as referral and fund raising.

Contract System/Open-door Policy Report

A report prepared in response to a legislative request, *"The Enrollment Contract System" and the Open-Door Policy: Definitions, Issues, and Recommendations*, treats the two major subjects separately, since the contract system applies to all of public higher education and the open door mandate is directed to the community college sector. The report observes that the state has consistently placed high in national rankings of participation in public higher education. It presently ranks second, a position it has occupied off and on for the past several years. Moreover, its enrollment level, stated in terms of full-time equivalents as a percentage of the over age 18 population, has clustered around 6 percent for the past decade. In view of these considerations, the report proposes that a service level figure of 6.1 percent of the over age 18 population be considered for adoption as a general enrollment policy. With regard to the "open door" policy for community colleges, the report reviews the statutory base for the policy and the philosophical principles underlying it. It concludes that external limits, such as enrollment constraints, would be consistent with the open door if they did not entail rigid admissions requirements, prohibitively high tuition levels or a major reduction in the types of services community colleges provide.

Institutional Authorization

The council began implementing the Washington State Educational Services Registration Act in January 1980. The council is responsible for registering degree-granting institutions and certain nonvocational institutions. The State Commission for Vocational Education is responsible for registering independent vocational schools. Statutory amendments enacted in the 1981 legislative session will permit simplification and streamlining of administrative procedures. Previous amendments had eliminated coverage of institutions offering only instruction of a religious nature or preparation for religious occupations.

Work-study Program

Under state work-study program rules adopted for the 1980-81 academic year, the council implemented a pilot project for the purpose of encouraging selected elementary and secondary schools to hire qualified state work-study students as tutors. Specifically, the program was intended to help improve the preparation of future applicants for college admission and to encourage schools with limited resources to complement their classroom instruction with individual tutoring at minimal cost to the school. Participation in the pilot tutorial project was open to academically proficient students in good standing at their respective institutions. The tutors selected included both education majors and students from other disciplines who were desirous of career exploration in the field of education. The tutors worked in elementary, junior high and high schools and tutored on a one-to-one basis in some districts, and in others held sessions for special groups of students. Based upon first year program success and evidence of the continuing need for tutorial services in public school districts in the state, the council has provided that the state work-study tutorial project be further authorized by state work-study regulations and that the program be continued and expanded in 1981-82.

Faculty Salaries

The council's 1980 faculty compensation study addressed concerns expressed by the legislature during its 1979 session. The council's annual analysis of the status of faculty salaries was expanded by the legislature to include comparisons and recommendations based on total compensation, expansion and redesign of the "seven-state" comparison study traditionally used to evaluate salary levels in the four-year institutions, and development of a possible statewide salary schedule. The council's report included a

model of a possible salary schedule, but recommended against adoption of a statewide schedule. The budget adopted by the legislature and signed by the governor provides for faculty salary increases averaging 7.2 percent October 1, 1981 and 7 percent October 1, 1982, plus a small merit pool available July 1, 1981.

Off-campus Coordination

In 1978 the council adopted a report entitled, *The Coordination of Off-Campus Instructional Services in Washington*, which stated that the guidelines should be allowed to apply for a two-year period. At the end of that period plans called for a review and a decision as to their continuation, modification or both. In keeping with that schedule, the staff has completed the biennial review consisting of an assessment of experiences with the plan, on-site audits of institutional record keeping and reporting procedures and a general examination of the financial bookkeeping procedures in operation on each campus. The review concluded that most elements of the model were working reasonably well. Moreover, there is reason to believe that its effectiveness will be increased as institutions continue to gain experience in working with it.

Off-campus/ Reduced-Residency Doctoral Programs

In a report complementing the off-campus documents, the council approved a study concerning *Off-Campus or Reduced-Residency Doctoral Programs in Washington*, which adds specific policy requirements for off-campus and reduced residency doctoral programs to the general coordinating policies and procedures contained in the earlier council reports. The policies contained in this report establish qualitative, resource and financing requirements that militate against the offering of doctoral programs away from the primary campuses of the two research universities of the state. Provision is included, however, for exceptions to the general financing policies to permit state support for off-campus or reduced residency doctoral programs in unusual circumstances where specifically recommended by the council and funded by separate appropriation provisions.

Tuition Increases

After two years with no tuition and fee increases, Washington residents attending public institutions in the state will experience increases ranging from 40 percent to 87 percent in 1981-82. The fee increases are mandated by the legislature, which modified existing statutes relating to tuition and fees. While the impact of the percentage increases involved is large, the new rates will be only moderately above national averages. A question of considerable concern during the tuition and fee debate was whether the increases would be used for higher education purposes. Information provided by the legislature indicates that overall appropriation increases, including estimated amounts for higher education salary and benefit adjustments, are approximately twice the amount of the increased operating fee revenue. In addition, appropriations from institution building accounts for operating purposes were increased by $41 million over 1979-81. The capital funds for operating purposes will not be renewed in such substantial amounts by 1983. Higher education will, therefore, face a need for increased operating revenues of large magnitude next biennium just to stay even before any adjustments for growth, inflation, programs or quality improvements can be considered.

Increased Revenue Needs

Student Aid

As a counterbalancing measure to increases in tuition and fees, the new state budget contains substantial increases in state student financial aid program funds, keyed to the rate of increase in revenue generated by the operating fee. In addition, an innovative new program will provide a new source of student aid. Under this program, 2.5 percent of all general student charges

collected will be set aside in each institution, to be used for guaranteed student loans under the federal program.

Unit Expenditures Study

The 1978-79 unit expenditures study analyzes expenditure patterns that relate costs per full-time equivalent student to faculty salaries and benefits, direct instructional support costs and indirect or overhead support costs. Also included in the report is an analysis of overall student/faculty ratios, as well as average salaries and benefits for three categories of faculty (full-time, part-time and graduate assistants). The report also includes the methodology developed and used to relate student tuition and operating fee levels to the total instruction and related costs derived from the unit expenditures study data for each institutional sector within the state.

Indian Needs

At the request of the former governor, the council staff conducted a comprehensive assessment of the postsecondary education needs of Washington's Indian population. Four overarching issues were identified as significant — access, financing, institutional commitment and community involvement. Specific postsecondary issues addressed included needs for adult basic skills and general education development (GED) programs, preferably on the reservation or Indian-community based, and vocational education directed to specific Indian skill and training requirements. In higher education, supportive services to provide counseling, academic skills development, advising and Indian studies courses and Indian faculty to provide academic relevance and role models for Indian students were given high priority. The policy recommendations adopted by the council are intended to facilitate solutions to the significant education problems affecting the Indian population of the state.

Pharmacy Schools Study

A report to be acted on by the council in September, *Pharmacy Education in Washington*, focuses on the two schools of pharmacy operated by the University of Washington and Washington State University. The trend toward clinical training, the projected oversupply of graduates, the end of federal support for such programs, coupled with the likelihood of an increase in costs associated with the developing clinical training, and other factors pertaining to the utilization of pharmacists tend to support the view that one school would be sufficient for the state. As part of the review, the two institutions were asked to consider and comment on several alternative configurations for pharmacy education. The three main alternatives are (1) continuation of the two schools; (2) one school, jointly administered; and (3) one school, singly administered. The report describes these major considerations as alignment of supply and demand, adjustment of the division of responsibility between institutions, cost containment and reduction, consolidation of graduate programs, the maintenance of a regional dimension, and the provision of clinical training. Following extensive discussion at its June meeting, and considering material not previously available, the council voted to delay final action on the study until its September meeting.

WEST VIRGINIA

West Virginia Board of Regents
950 Kanawha Boulevard East
Charleston, West Virginia 25301
Robert R. Ramsey Jr., Chancellor

A spending reduction for the last quarter of fiscal year 1981 and elimination

Summer School Funding

of the federal Title XX funding for the first six months of 1981 threatened summer school classes at West Virginia's public colleges and universities until an appropriation was made to higher education by the governor from a contingency fund. A supplemental appropriation request for summer school was rejected twice by the legislature. However, in a second special session, the legislature did appropriate $200,000 to the governor's contingency fund to which the governor added an additional $307,000 already in the fund, allowing summer classes to be offered.

Freshman Attrition Study

In another area of concern, the Board of Regents completed an attrition study of freshmen who entered the state's public institutions in the fall of 1975. The study shows that 3,798 of 9,401 students who enrolled in the fall of 1975 were graduated by the spring of 1980 with 1,063 of the enrollees continuing their studies beyond the graduation date. The study also shows that 3,425 were graduated without having transferred from the institution at which they enrolled, while 349 transferred and were graduated from the college to which they transferred. Of the 4,540 students who withdrew from college, 3,705 never re-enrolled, 835 withdrew more than once and 705 returned and received degrees. Of the number who withdrew, 3,425 gave no reason, whereas of the 1,115 who listed a cause for withdrawing, 505 cited personal circumstances and 225 academic difficulty, with other reasons including such areas as military service and marriage. The study suggested that public institutions of higher education in the state need to further improve strategies for helping students attain their degree objectives.

Tuition and Enrollment Study

Another recently completed study relates to tuition and enrollment in the state's public and private colleges and universities. Data contained in the study show that twice as many out-of-state students enroll in West Virginia institutions as do residents who leave the state for educational purposes, primarily because of low tuition costs as compared to surrounding states. West Virginia is shown as having an average public four-year college and university tuition of $390 as compared to an average of $1,123 for bordering states. The report states that "it is less expensive for a student from another state to pay out-of-state tuition at a West Virginia college than to pay in-state tuition at a home-state college." With respect to enrollment, the study projects the number of West Virginia high school graduates to decline less rapidly than the nation, but decrease more than other southern states. On the other hand, West Virginia does reflect a 25 percent college enrollment increase during the past decade with that increase having been in the public sector.

New Data Storage System

Another activity that is expected to be of considerable importance to the operation of the Board of Regents is the establishment of a system of higher education data files. The data files are a collection of information relevant to statewide postsecondary education planning and management, part of which includes a "student file." The student file contains demographic data on individual students and information about their academic area of study while another, the "student registration file," lists current semester studies. The primary objectives of the data files is to improve and simplify state and institutional communication through standardization of terminology and usage.

Institutional Boards' Change

With respect to the governing structure of the Board of Regents, college and university advisory boards have been redesignated as boards of advisors and given certain functions to perform with respect to institutional matters. The boards will review and comment on, prior to submission to the regents,

institutional proposals regarding the areas of mission, academic programs, budget, capital facilities and institutionwide personnal policies. The boards will serve as search and screening committees when presidential vacancies occur at the colleges and institutions. Also to be implemented is a requirement that the Board of Regents conduct performance evaluations of college and university presidents in every fourth year of their employment.

WISCONSIN

University of Wisconsin System
1700 Van Hise Hall
Madison, Wisconsin 53706
Robert M. O'Neil, President

Budget Problems

Major issues, concerns and achievements relating to the University of Wisconsin System for the 1980-81 year must be viewed against the background of a basic policy decision agreed upon by the governor and the legislature — all budget problems in a period of revenue shortfalls must be solved without increasing state taxes. Early in 1980 the executive and legislative branches also had agreed that a general tax surplus of nearly $1 billion should be returned to the taxpayers. The governor and legislature also decided to reduce state income tax revenues by indexing income tax brackets to take account of inflation before a taxpayer moved into a higher tax bracket.

Budget Reductions

Tuition Surcharge

These decisions, coupled with the economic recession, dictated a year of austerity and further retrenchment for all state agencies, including the university system. During the year the state government ordered two cutbacks in the system budget (4.4 percent and 1.4 percent), a freeze on unfilled positions and tighter controls on out-of-state travel. Successive reductions in state support for the university system amounted to $24.1 million, over two-thirds of the increase appropriated initially for 1980-81. To try to control the adverse effects of this budget reduction and inflation on the quality of academic programs, the Board of Regents approved a $30 fee surcharge for the first semester. Nevertheless, as the statewide university system prepared to mark its 10th anniversary in October 1981, the president said in his annual report: "Although in fiscal terms the times are not happy ones, we should not be paralyzed by scarcity of resources. In some ways, periods of declining support may demand innovation rather than deter it . . . the effectiveness of a university system may well be judged largely by its ability to maintain optimism and momentum despite the obstacles."

Campus Closing

Reducing the size and scope of the system of 13 universities and 14 two-year centers had been seriously proposed and considered before, but the first action to close a campus was taken during the year. The regents approved a recommendation of a task force and the president to close the smallest of the centers, at Medford, where enrollment had declined to 91 last fall. The regents also approved recommendations to make changes at the Superior campus in order to reduce the cost per student at that institution.

Collective Bargaining

Efforts to extend collective bargaining rights beyond the classified civil service in the university system continued during the year. Enabling bills pending in the 1981 legislature would permit faculty, academic staff and teaching assistants to vote on acceptance or rejection of collective bargaining at the several institutions of the system.

Enrollment Limits

In an issue related to the budget cutbacks, three universities announced that undergraduate enrollments would be limited in order to protect the quality of the institutions. Some professional schools and colleges at larger institutions also inaugurated or tightened existing enrollment limits for the same reason. The universities reported increasing pressure to expand career-oriented academic programs, such as those in business, engineering, agriculture, computer science, law and the health sciences.

Basic Skills

Status of Women

Disadvantaged Students

Major areas of concern during the year included basic skills of entering students, the status of women and programs focusing on retention of minority and disadvantaged students. A task force studying basic skills found that one quarter of the system freshmen were below the required levels. A regent task force on the status of women held hearings and made several recommendations. Action was taken to support a recommendation to prevent sexual harassment. The regents made a commitment to continue at least present levels of support for minority and disadvantaged student programs, with special emphasis on academic progress and retention of those recruited.

Libraries' Council

New Veterinary School

To cope with serious library funding problems, the system began implementing a program of coordination and created a Council of University of Wisconsin Libraries. A regent committee studied university extension operations during the year and will make a report and recommendations in spring 1982. Despite operating budget difficulties, the system was able to continue necessary construction, remodeling and repairs at a satisfactory level during the year. Efforts to reverse or delay a decision to build a new school of veterinary medicine at Madison and River Falls continued until heavy equipment began breaking ground for the project in spring 1981. Because of operating budget cutbacks, the Madison Campus administrators expressed doubt that the school would be able to open on schedule in fall 1983.

Energy Management

The system's extensive energy management program continued to produce substantial reductions in total energy consumption, as well as slow the growth of energy operating budgets during 1980-81. Energy consumption was reduced for the sixth straight year, while total energy expenditures remained close to the levels of 1979-80. One institution is approaching a reduction of 50 percent in energy use since the energy management program began six years ago.

Research Programs

Reciprocity

The university at Madison again ranked near the top in the nation in attracting outside support for research programs. Two leading genetic engineering firms announced plans to establish plants in Madison because of the university's presence there. Other important achievements were renewal of the Wisconsin-Minnesota and Wisconsin-Michigan compacts to waive nonresident tuition payments by individual students crossing the state lines.

Enrollment

Enrollments in fall 1980 rose dramatically, from 150,629 in 1979 to 155,499 — an all-time high and some 3,700 students more than the projected increase. Full-time equivalent (FTE) enrollment totaled 131,513, up 4,585 from fall 1979. Headcount enrollment increased at 13 of 14 institutions. All 14 institutions had increases in FTE enrollments ranging from 0.2 to 8.5 percent. Enrollment of women students continued upward and exceeded the number of men students for the first time. Women students increased 2,892 to 78,197 and men students increased 1,978 to 77,302. Students age 25 or older accounted for 29 percent of the system total. Nearly 39,000 students

or 25 percent were enrolled on a part-time basis. Two universities and the centers had more than 40 percent part-time students.

Appropriations

A budget of $1.1 billion was approved for 1980-81 to operate the university system. Of the total, $462.1 million or 44 percent came from state tax funds and $128.7 million or 12 percent from student fees. The remainder was derived from federal support, gift and trust income, hospitals, auxiliary enterprises and other operational receipts. The budget required an 8.1 percent increase in state tax funds over the previous year, a 6.9 percent average increase in student fees/tuition, a 6.1 percent increase in room charges and an 8.3 percent increase in meal charges. For 1980-81 average salary increases of 9 percent were approved for faculty, academic staff and classified civil service staff.

Salary Increases

WYOMING

Joint Subcommittee for Post-Secondary Education (1202 Commission)
1720 Carey Avenue
Boyd Building, 5th Floor
Cheyenne, Wyoming 82002
Russell A. Hansen, Executive Officer

Issues of Concern

During the year the Joint Subcommittee for Postsecondary Education solicited statements of concern from participating members of the joint education committee of the Wyoming legislature. The statements of concern were identified, reviewed and prioritized. Those items of concern considered most serious and of the greatest priority were formulated into goals and objectives of the Joint Subcommittee and projects were structured to respond to the concerns.

Transfer/ Articulation

Responding to the needs identified, the Joint Subcommittee solicited applications and proposals for planning workshops and articulation conferences dealing with approximately 13 major curriculum components. The resulting communication between individuals and officers has facilitated a smoother and more certain transfer process for students between institutions. Concurrently the Joint Subcommittee encouraged the development of a course equivalency catalog for the state. The document provides a listing of university and community college course offerings and specifies the relationship and comparability among the courses within the interinstitutional framework.

Course Equivalency Catalog

Energy Education Consortium

The Joint Subcommittee initiated the development of a prototype model for needs assessment and evaluation in key curriculum areas. Proposals were solicited from consultants for a needs assessment and evaluation of curriculum planning in the area of energy education. That needs assessment project has been completed and has resulted in the organization of an energy education consortium among the eight postsecondary education institutions in Wyoming. The evaluation identified those energy education areas needing program material and program development within the community college system and at the University of Wyoming.

Telecommunications

Wyoming is one of two states that does not yet have a system for public broadcasting. The Joint Subcommittee contracted with Central Wyoming College for the administration of a major planning conference for the development of a telecommunications authority for the state. As a result of that planning conference, the subcommittee provided further financial

support to help fund those steps necessary to initiate legislation for the authority in Wyoming and to carry forward the dialog necessary to secure approval from the Federal Communications Commission and federal funding.

Institutional Authorization

The Joint Subcommittee developed an extensive listing of nonpublic and previously unidentified postsecondary education programs existent in Wyoming. The statutes relating to the registration of private and out-of-state institutions were analyzed and reviewed by the Joint Subcommittee and determined to be inadequate. Future activity will be dedicated in part to a study of licensing requirements for private education institutions in Wyoming. There are no Wyoming statutes providing for the registration or licensure of academic programs offered in state by institutions located outside the state. The subcommittee dedicated considerable staff time to the analysis of other state's statutes and the uniform acts available as groundwork for the development of Wyoming legislation in this area.

Reduced Federal Funding Impact

Wyoming has strived to develop alternate funding proposals for the state commission function, pending the reduction or withdrawal of comprehensive planning grant resources from the U.S. Department of Education. The project has progressed slowly in light of the uncertainty surrounding the federal budgetary process. The project will continue and will probably include assessment of the impact of reduced federal funding in other program areas of postsecondary education in Wyoming.

CANADA

MANITOBA

Universities Grants Commission
11-395 Berry Street
Winnipeg, Manitoba, Canada R3J 1N6
W. C. Lorimer, Chairman

Appropriations

The legislature has provided $115.5 million in operating funds to the Universities Grants Commission for support of the three universities and one affiliated college. The commission, although it allocated its grants differentially this year, was able to provide an overall increase to the system of 13.8 percent.

Enrollment

The total enrollment at Manitoba institutions in 1980-81 did not vary from the previous year although the numbers in full-time and part-time did. Full-time students at 15,746 showed an increase of 1.36 percent whereas part-time students at 19,795 had a decrease of 1.1 percent over the 1979-80 figures. Full-time graduate enrollment for 1980-81 was 1,569.

Program Approval

During 1980-81, six new, or revisions of existing, programs were approved. Two institutions have proposed bachelor of nursing programs that differed in many respects from the program presently offered. The commission will therefore be carrying out a comprehensive study of the whole area of nursing education in Manitoba throughout the year.

Capital Funds

The government provided the commission with a total of $3 million for miscellaneous capital and $2,237,000 for major capital projects at the province's four institutions.

ONTARIO

Ministry of Colleges and Universities
Mowat Block Queen's Park
900 Bay Street
Toronto, Ontario, Canada M7A 1L2
Bette Stephenson, M.D., Minister

Appropriations

For the 1981-82 fiscal year, the government will provide $923.5 million in operating funds, an increase of 10.1 percent, for the support of 15 universities, their affiliates and 3 other publicly supported postsecondary institutions. In addition, approximately $349.4 million will be given to 22 colleges of applied arts and technology.

Student Aid

In the 1981-82 fiscal year the government will increase funds for the Ontario study grant plan by 14.6 percent to $91.3 million. For the 1980-81 academic year 57,000 university and college of applied arts and technology students received $79.7 million from the Ontario study grant plan. The government will also make available in 1981-82, $5.3 million for 1,000 Ontario graduate scholarships.

Enrollment

During the 1980-81 academic year, total postsecondary full-time and part-time enrollment increased by 5.9 percent over the 1979-80 academic year. Full-time university students numbered 155,583, an increase of 3.4 percent over the previous year, while part-time enrollment increased by 4.1 percent to 86,047 students. In the colleges of applied arts and technology, full-time enrollment was 76,585, an increase of 8.7 percent.

Universities' Future Role Study

In November 1980, the Minister of Education created a committee to study the future role of the Ontario universities. The five areas of study include (1) the development of a statement of operational objectives for the universities in the 1980s; (2) the relationship of the cost of meeting these objectives to funding levels; (3) the consideration of modifications to the funding mechanism to provide appropriate processes to encourage voluntary institutional adjustments and interinstitutional cooperation to meet the objectives; (4) a more clear definition of the appropriate joint roles of the individual institutions, the Council of Ontario Universities, the Council on Universities and the Ontario government; and (5) the recommendation of other policy changes as are judged likely to improve the ability of the universities to meet the objectives. The final report of the committee was expected to be completed in June 1981.

MARITIME PROVINCES (New Brunswick, Nova Scotia, Prince Edward Island)

Maritime Provinces Higher Education Commission
King Place, Box 6000, Suite 450
Fredericton, N.B., Canada E3B 5H1
Catherine Wallace, Chairman

Planning Report

During the course of fiscal 1980-81, seven Higher Education Commission meetings were held. In addition, the commission visited each institution on its schedule. A report, *Planning for the 80's*, covering the period 1980-83, was published in April 1980 and included planning recommendations for that period.

Enrollment in the Maritime Provinces experienced an increase in 1980-81

Enrollment

with a total full-time enrollment of 33,185 compared with 32,279 in 1979-80. Full-time equivalent enrollment for those years was 38,580 (1980-81) and 37,799 (1979-80). During 1980-81 the council accepted the commission's financial recommendations for the coming year providing postsecondary institutions with a global increase of 11.6 percent in operating assistance for 1981-82.

Appropriations

Program Review

Twenty-seven programs were considered by the commission during the reporting year. Of these, 14 were recommended to the council for implementation, 5 were not recommended, 1 was withdrawn by the institution and 7 were still under review by year end. Of the recommended programs, 6 represented entirely new programs and 8 were modifications of existing programs. Advice on programs was provided by the following committees — the Association of Atlantic Universities (AAU)-MPHEC academic advisory committee, the applied arts and technology advisory committee and the health sciences committee. Issues pertaining to engineering and teacher education programs were given particular attention during the period in question, and by the end of the year most of the issues had been resolved.

Research Data Base

The commission routinely collects and monitors information on research, and by year end was developing a mechanism for compiling a comprehensive data base of research capacity in Maritime institutions and current projects. It is intended that this inventory will be made available to both the public and private sectors.

Reciprocity

The agreements formalized between New Brunswick-Quebec and New Brunswick-Newfoundland continued during the reporting year, providing places in limited access programs outside the Maritimes. In addition, the intra-Maritime agreement remained in operation, requiring each Maritime province to provide grants to the other two provinces for any of its students enrolled in programs not offered in the home province. A new interprovincial agreement guaranteeing places for New Brunswick and Prince Edward Island students in optometry was being formalized toward the end of 1980-81 with the Province of Ontario.

Student Aid Study

A study of student aid programs had been received by the commission by the end of last year. Early in 1980-81 the commission essentially endorsed the recommendations and presented the report and the commission's comments to the council. Since that time a number of changes in the system have occurred, most notably increases in bursary ceilings.

Telematics Colloquium

By the end of last year, the commission had decided to host a telematics colloquium to assist policy makers in postsecondary education in becoming aware of technological advances and how to maximize their potential in the delivery of education services. Representatives of institutions and governments were invited to attend the sessions, which ran from January 14-16, 1981 in Halifax. Toward the end of the reporting year, the commission was considering its own future role in these new delivery and communications systems.

Role and Goals Statements

At the request of the commission, each institution submitted a statement of its perceived role and goals. The commission prepared its own role and goals statement and also developed an overview statement for the Maritimes. By the end of 1980-81, these statements, together with background data, were being prepared for publication in the commission's 1981 planning document,

Maritime Post-Secondary Institutions: "As We See Ourselves," to be released in June 1981. It is anticipated that this step toward role differentiation will result in more effective evaluation of needs in the region's postsecondary education system.

Physical Space Inventory

A regional inventory of physical space had been compiled during 1975-76, the commission's second year of operation. During 1980-81 a process for updating this information was initiated and completion is anticipated by the summer of 1981. The revised inventory will be used as background information in developing long-range regional plans with respect to capital needs and priorities, and in making related decisions such as program approval.

Discipline Studies

The commission initiated several studies in discipline areas in the reporting year including computer science, gerontology, food science and landscape architecture. By year end, these studies were in various stages of completion.

Information System

A joint AAU-MPHEC information committee was initiated in 1980-81 to report to both bodies on mechanisms to allow for collection and monitoring of information, primarily on institutional income and expenditure, enrollments and staffing. During 1980-81 the commission prepared a consolidation of its current operating policies and procedures entitled

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higher education in the states

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Nancy M. Berve, *Editor*

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Governor Robert D. Ray, Chairman
Education Commission of the States

Robert C. Andringa, Executive Director

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